DOCUMENT RESUME

ED 193 219 SP 016 854

TITLE Education for the Rights and Responsibilities of Trade Union Membership.
INSTITUTION World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).
PUB DATE Nov 79
NOTE 96p.: Proceedings of the World Confederation of Organizations of the Teaching Profession Regional Conference of Asian Teacher Organizations (7th, Tokyo, Japan, November 12-16, 1979).

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Civil Liberties: Developing Nations: Elementary Secondary Education: Global Approach; *Labor Education: Labor Legislation: Postsecondary Education: Program Design: *Responsibility: Rural Development; *Teacher Associations; Teacher Education: *Union Members: *Unions

ABSTRACT

It is vitally important for workers in all regions of the world to form unions and to exercise the rights and discharge the responsibilities which membership involves. The right to organize or join a union is essential not only for the welfare of the individual worker, or for all of those belonging to the union, but also for the welfare of society at large. The World Confederation of Organizations of the Teaching Profession believes that education for rights and responsibilities of trade union membership should be a major component of trade union education programs and of all educational institutions. The young people who will enter the work force are potential trade union members and need to be aware of the rights and obligations involved. Recommendations for trade union education at all levels and institutions of education (including goals for teacher education programs) evolve from discussions on: (1) rights and obligations of trade union membership: (2) the role of teacher unions as trade unions: (3) democracy in trade unions: (4) the role of trade unions in developing nations: (5) the role of trade unions in rural development: and (6) the need for trade union education. (CJ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED193219

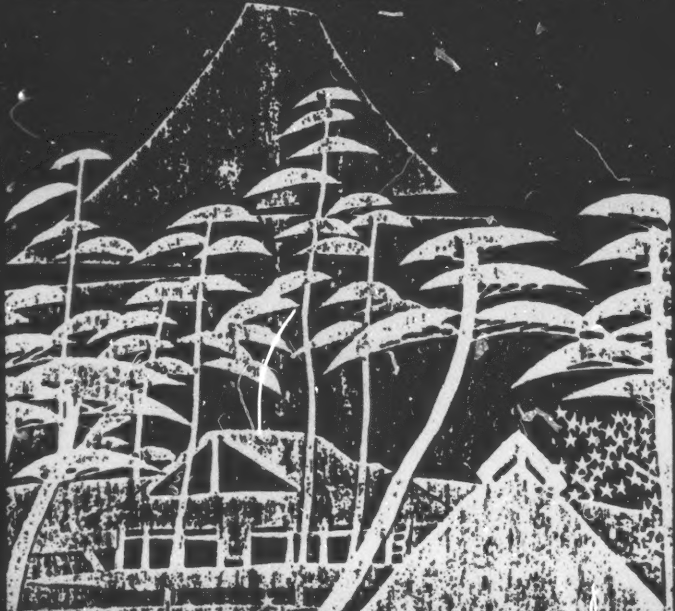
THE SEVENTH WCOTP REGIONAL CONFERENCE

NOVEMBER 12 TO 16, 1979
TOKYO, JAPAN

EDUCATION FOR THE RIGHTS AND RESPONSIBILITIES OF TRADE UNION MEMBERSHIP

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
I. Thompson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP 016 854

[illegible]
nov 79
93 p

TABLE OF CONTENTS

INTRODUCTION 1

THE OPENING CEREMONY 3

INAUGURAL ADDRESS 4

RIGHTS AND OBLIGATIONS OF TRADE UNION MEMBERSHIP 8

THE ROLE OF TEACHERS' UNIONS AS TRADE UNIONS 15

DEMOCRACY IN TRADE UNION PROCEDURES - A SWEDISH VIEWPOINT 27

THE ROLE OF TRADE UNIONS IN NATIONAL DEVELOPMENT I 37

THE ROLE OF TRADE UNIONS IN NATIONAL DEVELOPMENT II 47

THE ROLE OF TRADE UNIONS IN PROMOTING RURAL DEVELOPMENT 54

WHY TEACH ABOUT THE RIGHTS AND RESPONSIBILITIES OF TRADE UNION MEMBERSHIP ? 62

RECOMMENDATIONS OF THE CONFERENCE 72

APPENDIX I - EDUCATION FOR THE RIGHTS AND RESPONSIBILITIES OF TRADE UNION MEMBERSHIP 77

APPENDIX II - TRADE UNIONS AND NATIONAL DEVELOPMENT 83

APPENDIX III - LIST OF PARTICIPANTS 85

NOV 3 1980

INTRODUCTION

The Seventh WCOTP Regional Conference of Asian Teacher Organizations is just one example of the Confederation's efforts to ensure that its programmes measure up to the requirements of the time and in doing so to pay attention not only to the professional aspects of the issues involved but also to the relevant rights and obligations of the members of the teaching profession.

I THE RATIONALE

The theme of the Conference was "Education for the Rights and Responsibilities of Trade Union Membership". Trade unionism has become a significant factor of life today and the activities of these unions concern not only their members and employers but also, in varying degrees, the general public, the governments in their countries and sometimes even people in other states. Hence it is not surprising that the right to form or join a union is stated, in general terms, in various international human rights instruments and more specifically in Conventions adopted by the International Labour Organization.

It is recognized that education about them is essential not merely for promoting a recognition of the rights mentioned but also for ensuring a responsible exercise of them. This, for example, is the underlying principle of most Workers Education Programmes which, by their nature, are directed to those who have already joined the labour force. WCOTP, however, takes the position that such education must begin earlier, for the simple reason that the large majority of children and young people who will, in due course, enter the work force are potential trade union members and that, without such education, they are likely to become trade union members with little or no knowledge at all of their rights and the obligations which these rights involve .

II THE PROGRAMME

The programme of the Conference consisted basically of two sections. The first in which the participants examined various aspects of trade unionism. The second in which the participants considered, in working groups, how education for the rights and responsibilities of trade union membership can be introduced into the curricula of primary and secondary schools and of teacher preparation colleges, in relevant courses of post secondary education and in adult education programmes. In view, however, of the fact that the majority of the world's children are not in school and that, of those who enter an educational institution, there are a surprising number of dropouts, such education should not be restricted to the formal process. Hence one Working Group studied the non-formal strategies which could be employed.

III THANKS

The Japan Teachers' Union acted as the host organization. No amount of praise can do justice to the effective, generous and cordial manner in which it discharged its obligations. We are particularly grateful to Mr. Motofumi Makieda its President and to Mr. Ichiro Tanaka, Chairman of the Steering Committee set up by JTU for the Conference, and his colleagues in the Committee for the excellent arrangements, the efficient translation and secretarial services, the lavish social functions, the memorable excursion to Mt. Fuji and the very useful souvenirs given to all participants. There is no doubt at all that the participants from abroad took back with them pleasant memories of a very happy and rewarding stay in Japan.

We also wish to record the high appreciation by the participants of the contribution made to the Conference by the Discussion Leaders, Mr. C.D. Calderon, Mrs. Birgitta Stenberg, Mr. Israel Bocobo, Mr. Kléber Viélot, Mr. A.T. Ariyaratne and Mr. Kiyoo Nakakoji. On our part we wish to thank all the other participants for their effective co-operation in the work of the Conference.

Finally, it would be ungracious to conclude this introduction without expressing our awareness of, and thanks for the valuable assistance given by the team of interpreters, the secretariat of the Conference and many others, all of whom worked devotedly and unobtrusively behind the scenes and also contributed to the success of the Conference.

L.H. Horace Perera
Special Assistant for Asia
and the South Pacific

John M. Thompson
Secretary General

THE OPENING CEREMONY

ADDRESS OF WELCOME

The opening ceremony was held in the auditorium of the Japan Education Hall. Mr. Ichiro Tanaka, Assistant Secretary General of the Japan Teachers' Union and Chairman of the Steering Committee, set up for the Conference by the host organization, welcomed the delegates and observers. He extended a special welcome to Mr. Morosawa, Director of the Primary and Secondary Education Bureau, Mr. John Thompson, Secretary General of WCOTP, and his staff and to the guest speakers from abroad.

Mr. Tanaka declared that Asian Regional Conferences of WCOTP which, in recent times, have been held every other year are playing an important role in the development of the people in the Asian and South Pacific Regions, by promoting the cause of education, strengthening teachers' organizations and improving the status of teachers. The theme of the Conference was very important because of the problems confronting teachers in the region and the contribution its consideration can make to the overall aims of WCOTP and its Asian and South Pacific affiliates. On behalf of the Steering Committee he wished the Conference all success, assured the participants that the JTU would spare no pains to make their stay in Japan pleasant and rewarding, and hoped that all of them would take back to their countries pleasant memories of their stay in Japan.

Mr. Tanaka concluded his address of welcome by formally introducing to the gathering the two members of the WCOTP Executive Committee (Mr. John E. Smith and Mr. Basyuni Suriamiharja), the Secretary General of WCOTP and other members of the WCOTP Secretariat, the guest-speakers and finally his colleagues in the Steering Committee. He then declared open the Seventh WCOTP Regional Conference of Asian and South Pacific Teachers' Organizations and invited Mr. Motofumi Makieda, President of the Japan Teachers' Union and WCOTP, to deliver the inaugural address.

* * *

INAUGURAL ADDRESS

Motofumi Makieda
President WCOTP

I WELCOME

Ladies and gentlemen, let me take this opportunity on behalf of the Japan Teachers' Union, with its 600,000 members, to welcome you all, delegates, speakers and observers, to this Seventh WCOTP Regional Conference of Asian Teachers'Organizations, which has as its theme "Education for the Rights and Responsibilities of Trade Union Membership". We, the officers and members of the Japan Teachers' Union, are most honoured and delighted to have with us here, in the Japan Education Hall, ninety-one participants from thirty-seven member organizations in twenty-one countries of the Asian and South Pacific regions.

As President of WCOTP, an organization with a membership of six million teachers, I would like to express my sincere gratitude to the members of the Steering Committee of the Japan Teachers' Union which was involved in attending to all the local arrangements for this Conference, as well as to Mr. Horace Perera, the WCOTP Special Assistant for this region. I wish to extend a special welcome to Mr. C.D. Calderon, the Regional Adviser on Labour Relations of the ILO Asian Regional Office, to Mr. John M. Thompson, Secretary General of WCOTP, the other members of the WCOTP Secretariat who are here and the guest speakers from abroad. I am sure that the Conference will be all the more fruitful because of their participation. Finally I wish to express our high appreciation of the interest the Government of Japan has taken in this Conference and to thank particularly Mr. Morosawa, the Director General of the Primary and Secondary Education Bureau, who is our honoured guest and who is representing the Government of Japan in lieu of the Minister of Education, who has not yet been nominated since the recent general elections .

I also wish to take this occasion to apologize for postponing this Conference and for the inconvenience this may have caused to some of the participants who had made preparations in accordance with the original schedule. To those who are not aware of the reason I wish to state that we were forced to change the original schedule because of the earlier unforeseen dissolution of the Diet and the subsequent holding of the general elections.

I hope your stay in Tokyo will be pleasant and that this important Conference will be successful. We, the members of the Japan Teachers' Union have done our very best in attending to the local arrangements and now we shall strive to be good hosts during the coming week so as to make your stay in this country a membrable experience.

II SIGNIFICANCE OF THE CONFERENCE

As President of the Japan Teachers' Union, President of the General Council of Trade Unions of Japan and President of WCOTP, I wish to declare that I am particularly interested in the theme of our Conference. Hence I consider that this is a good opportunity to make some relevant remarks.

First of all it is vitally important for workers in all regions of the world to form unions and to exercise the rights and discharge the responsibilities which membership of such unions involve. Even today, many people suffer from poverty and inequality. To put an end to such conditions is urgent and vital if social progress and world peace are to be ensured. It is important to recall that although the preamble to the ILO Charter, adopted over sixty years ago, declares that everlasting peace can be established only on the basis of social justice, one still notices, in various regions of the world, working conditions which violate the basic principles of social justice. The improvement of such conditions using all possible means in conformity with various International Instruments is urgent. The enjoyment of fair and just conditions of work and the ability to take necessary action to secure economic and social benefits are fundamental pre-requisites for preserving the dignity and worth of all the members of the human society. Furthermore it is the right of all working people to be guaranteed such working conditions. However, if they are to secure such conditions, they must organize themselves and become active members of trade unions, for trade union activity can be a training ground for the exercise of basic human rights.

It is also important to realise that there are social responsibilities as well as rights. The right to organize or join a union is essential not only for the welfare of the individual worker, or for all those belonging to it, but also for the welfare of society at large and for the maintenance of the dignity and worth of the human person.

III THE ROLE OF EDUCATION

The preamble of the United Nations' Charter reaffirms "faith in fundamental human rights .... in the equal rights of men and women and of nations large and small and declares as one of the Organization's aims the promotion of "social progress and better standards of life in larger freedom". The United Nations also proclaimed the "Universal Declaration of Human Rights" as "a common standard of achievement for all peoples and all nations", and urged each individual and each institution to "strive to promote respect for these rights and freedoms" by information and education.

It is hardly necessary to stress that education for rights and responsibilities of trade union membership should be a major component of the educational programmes of trade unions. Before that, however, it should be an integral part of school education, especially in organized educational institutions, in order to foster the development of a sense of the social obligations of peoples. During the period of compulsory education, human rights principles which are recognized internationally and the successes achieved in various nations in the field of the rights and responsibilities of trade union membership, should be explained carefully and understood clearly by all young people, irrespective of the course of studies which they may be planning to follow later. The nations of the world have been successful in securing the adoption of commonly accepted principles of human rights and many have tried to promote the realization of these rights in their respective countries. Yet in each nation conditions are different and systems are different. In spite of these differences, it must be realised that trade unions can make a most valuable contribution to the development of nations, It depends on the attitude of the unions themselves and an awareness by them of the need to promote among their members a recognition of their rights as well as their responsibilities. A correct attitude on the part of unions is essential for improving and enriching workers' education on the rights and responsibilities of trade union membership as a follow-up of whatever education for these objectives is given in schools and colleges.

IV TRADE UNION EDUCATION AND THE CHILD

A special significance is given to the theme of this Conference by the fact that this year (1979) is the International Year of the Child. During this year WCOTP and its member organizations have dealt positively with various problems which affect the lives of children and their development. Many of the countries in the Asian and South Pacific Regions are considered "developing countries". In villages and in cities there are many factors which hamper the sound growth and development of the child,such as inadequate clothing, unsatisfactory housing, the lack of nutritious food, the absence of medicare, poor or no education facilities and a host of problems arising from rapid urbanization. Even in a country as developed as Japan the situation is serious in that the social environment, with its superficial material affluence, has had an adverse effect on the formation of the human personality and on development.

This year is really to be a launching pad for sustained and continuous activities to enhance the security of life and the development of all children. THey should not only be ensured of their rights but measures should also be adopted for the development of their personalities as recipients of these rights. Hence all children should receive an education, which, among other things, will enable them to develop as citizens of a democratic society enjoying all the rights mentioned in the United Nations Covenants on Civil and Political Rights and on Economic,Social and Cultural Rights. In the programmes, related to the objects of the International Year of the Child, trade unions have an important role to play. This is one of their obligations and thus the theme of this Conference is also related to the aims of the International Year of the Child.

V CONCLUSION

Following on the remarks made so far I would like to state that I am basically supportive of the concepts and principles of "Recommendation No 72 of the Ministers of Education concerning the Improvement of the Organization and Management of Education Systems as a Means of Raising Efficiency in order to extend the Right of Education". This was adopted in July this year (1979). I am also supportive of the policies recommended for implementation on the national level.

In conclusion I wish this Conference all success and I hope that it will make a valuable contribution to the promotion not only of trade union rights and responsibilities but also all human rights and their corresponding obligations. This will no doubt be achieved with your efforts and your willingness to co-operate with each other.

Once more I wish that your stay in Japan will be pleasant, fruitful and rewarding.

* * *

RIGHTS AND OBLIGATIONS OF TRADE UNION MEMBERSHIP

Dr. Cicero D. Calderon
ILO Regional Adviser on Labour Relations

I INTRODUCTION

May I begin by expressing to you all the warm greetings and good wishes of the ILO on this important conference. I wish to convey particularly the greetings of Mr. Kazuo Francis Yoshimura, our Assistant Director General who is responsible for all ILO activities in Asia and the Pacific countries.

While my assigned task in the ILO is in the field of labour relations, I feel very much at home with the theme of this Conference since it was my privilege in the Philippines to organize and to serve as the first Director of the Asian Labour Education Centre of the University of the Philippines. In that capacity, I have been involved in the education of workers on their rights and responsibilities as workers and as citizens of the community. Today, I have been assigned to take a fresh look at and redefine the rights and responsibilities of trade union membership. I have done so, however, in the context of the worker and not in the context of the student since the approach, methods, practices and emphasis on the latter would be different.

II CONFERENCE TIMELY AND RELEVANT

For us in the ILO, the choice of the theme of this Conference is timely and of utmost relevance to Asia, particularly for developing countries, considering that the trade union movements therein - with a few exceptions - are weak in terms of resources and membership and are suffering from fragmentation, workers' apathy, and lack of effective leadership. Without doubt, a labour policy and a political climate which recognize and encourage the exercise of freedom of association and collective bargaining is vital to the growth and development of a trade union movement. Equally as important, however, is the education of the workers - and those who will join the world of work - on the rights and responsibilities of trade union membership. An enlightened, alert, and loyal membership is indispensable - sine qua non - to the building of a strong and responsible trade union movement and to promotion of a sound and stable industrial peace so essential to national development. The need for this type of education is best demonstrated by national trade union centres which claim membership by the thousands - even by the millions - but which appear to be in a continuous state of debility. In one instance, the government has authorized the use of the check off system for the payment of union dues as a means of building a national trade union centre but the results so far have been dismal either due to the indifference of the members or to the lack of membership.

The education of the young who will join the world of employment as well as those in the labour force on the rights and responsibilities of trade union membership has been recognized as vital to the development efforts in the recent Meeting of Experts on Labour Relations and Development convened at Singapore just six weeks ago. Therefore, any programme of educating the young as well as those in the teaching profession regarding trade unions and labour relations - whether through formal or non-formal systems - will have a sympathetic and positive response from the ILO.

With these premises, we can then proceed to identifying and defining the rights and obligations of trade union membership in the context of the worker today.

III BIRTH PANGS OF TRADE UNIONISM

To identify and define the rights, obligations and expectations of trade union membership today would require - if the exercise has to be meaningful - drawing upon certain historical insights. Many workers today perceive their membership in trade trade unions as an ordinary event in their lives without being aware that trade unions have come into being only after bitter, costly, and protracted struggles for survival and recognition in the industrial societies of Europe and in the United States. Just barely a hundred and fifty years ago, attempts to organize workers into trade unions in France, Germany and England were considered as criminal offenses and - at later stages - as illegal combinations in restraint of trade and were subject to actions for tort and damages by employers. Therefore, with such judicial concepts prevailing during the late eighteenth and early nineteenth century, it was not surprising that the history of the trade union movement in Europe and the United States contains accounts of trade union leaders being convicted as criminals of society and subjected to heavy fines and imprisonment.

IV BASIC ILO CONVENTIONS

Though at a tremendous sacrifice for those who pioneered and who provided leadership in the trade union movement during its early stages of development the search for justice could not be stopped. Today, the right to organize and to bargain collectively on the part of the workers - and employers - is a recognized human right protected by the law or constitution in most countries and by international labour standards, particularly ILO Convention No. 87 and 98.

The evolution of these rights - freedom of association and collective bargaining - from the original concepts of being considered as criminal and civil conspiracies to being recognized human rights - reflects one of the most fascinating facets in the search for justice during the past century. It is only with an awareness of this heritage that workers can appreciate better the meaning of their being members of trade unions and for society as a whole to understand the role and functions of trade unions.

V DIFFERENT PERCEPTIONS; COMMON THREADS

What would be the rights, obligations, and expectations of workers when they join trade unions today? I believe that their perception would vary from country to country, from one culture to another, and even from one individual to another. A worker from Japan who joins a union would have a different perception from that of a worker in Thailand or in Sri Lanka since their perceptions of trade union membership are conditioned or affected by the type and philosophy of the unions to which they belong, the level of developemnt of their trade union movement, and the attitudes of their governments, their employers, and society as a whole towards trade unions. In Japan, where workers enjoy job security under their concept of lifelong employment,a trade union member would join a union not because of his desire for job security but for other considerations. On the other hand, a worker in Thailand or in the Philippines joins a union because he expects the union to work for an increase in his wages and to protect him from arbitrary dismissal. A worker in Sri Lanka may be joining a union because such union is identified with a political party to which he belongs or he has sympathies with. Though the perceptions of the workers in different countries in Asia may vary when they join unions, there could be common threads that bind them together in terms of basic rights and obligations when they join trade unions. When a worker joins a union whether he is from Pakistan, Malaysia, Korea or Fiji, what could be his basic rights and obligations ?

VI RIGHTS

1) Participation

When a worker joins a union, he expects to be entitled to all rights and privileges due him under the constitution and by-laws of the union. Among these rights and privileges would be: to participate in union elections; to have a voice on issues requiring the consent of the general membership to be eligible for election to any of the elective offices; to be informed of the programmes and activities of the union and to participate therein; to be informed of how union funds are spent; and to enjoy privileges which are accorded to the general membership, including participation in the social, cultural, or even economic activities of the union.

2) Protection

When a worker joins a union, he would expect that the union would afford him the necessary protection against any form of discrimination based on color, creed, sex or race or against the arbitrary exercise of power. He would expect, as a matter of right, that he would be protected from being laid off or dismissed without a just cause.

3) Better conditions of employment

When a worker joins a union, he would also expect, as matter of right, that through the collective bargaining process, the terms and conditions of employment would be improved. While as an individual worker, he had no voice on the terms and conditions of employment, he would expect that his union, as a collective force, can negotiate for better wages and better terms of employment which should be embodied in a collective labour agreement. When a worker joins a union, he would expect that his grievances in the plant or office would be processed and resolved with the effective intervention of his union. He would expect that the collective agreement negotiated by his union would be faithfully implemented and complied with and that the union would protect him and his co-workers from any violations of non-compliance of the agreement.

4) Minimum Labour Standards

When a worker joins a union, he would be entitled as a matter of right, to expect that he would enjoy the minimum labour standards due to every worker under the laws of the land and of the international labour standards which his country has ratified or accepted. Therefore, through the union, he would expect to enjoy what the law provides regarding minimum wages, hours of work, overtime pay, holidays, safety and health, and retirement benefit.

5) Improved Living Standards

When a worker joins a union today, he would expect that the union would promote his interests and welfare beyond the collective bargaining process. He believes that his union should extend its range of interests and functions beyond the collective bargaining process to promote the interests of the workers. In the Asian context, he could expect that the collective resources, expertise, and judgement of the membership could lead, as in Singapore and Malaysia to policies and programmes which will improve their standard of living and at the same time contribute to the development of the economy.

6. Development with Social Justice

Through the union, the worker would expect that as part of the collective force, he would have a voice in the improvement of the quality of life of the community and of the nation as a whole. He would expect that the powers of the union would extend beyond the factory gates to bring pressure upon business, the government agencies, and the community so that the interests of the workers would be protected and promoted and that the development efforts would be permeated with social justice.

7. Civic Rights and Liberties

Finally, a worker, when he becomes a trade union member, would expect as a matter of right, that his union would be faithful to its objective that it will continue to work for the enlargement of human freedom, the enjoyment of civil liberties, and the promotion and enhancement of human dignity. It is these basic goals of trade unionism that afford the trade union member the feeling or consciousness that he is part of a universal movement for the brotherhood of man.

VII OBLIGATIONS

When a worker joins a union wherein he thereby acquires and enjoys certain basic rights but at the same time he also assumes certain basic obligations to himself, to the union, to management and to society as a whole.

1) Knowledge and Commitment

The first obligation of a worker as a result of his union membership is to know the history and philosophy of the trade union movement - that the right to organize and to join unions and to bargain collectively was not a gift from the generosity of government or employers; that it was the result of a continuous sacrifice and bitter struggle in the picket lines and in the courts: that this struggle continues even today in countries under totalitarian regimes where strong and independent trade unions are looked upon as a threat to those in power. It is this knowledge or understanding of the history of the trade union movement and its purposes that could lead to a commitment on the part of the workers to the cause of trade unionism. His participation in workers' education programmes along these lines would, therefore, be essential.

2. Choose Leaders Responsibly

A union cannot be an effective instrument to protect and promote the interests of the workers unless it is strong in terms of support from the membership and in the quality of its leadership. It behoves every member, therefore, to pay his dues regularly, participate actively in its activities and meetings, and exercise his right of suffrage intelligently and responsibly. The quality of leadership of a union is a factor in the building of a strong and responsible organization which would command the respect of management and of society. Therefore, the prerogative of a member to choose its leaders should be performed with a deep sense of responsibility.

3. Loyalty to the Movement as a Whole

It is the obligation of a trade union member to be loyal to the trade union movement. Therefore, he should support his union not only with his union dues but with his loyalty during strike or crisis situations; to resist any efforts on the part of management to undermine the strength or integrity of the union; and to extend his support to other unions which are in need of assistance.

4. Deal only through the Union

A worker who joins a union is expected to abide by certain norms inherent in his membership of the organization. He must learn to subordinate his interests to the larger interests of the union. His conduct both within and outside the plant must not bring discredit to the union. He must learn to deal through the union rather than dealing directly with management.

5. Improve skills and raise productivity

As a union member, he is expected to contribute to raising the productivity of the company in return for higher wages and better terms and conditions of employment. It should be incumbent upon him, therefore, to improve his skills on the job and to resolve his grievances through the grievance machinery provided under the collective labour agreement.

6. Abide by Agreements

A union member must know his rights and obligations under the collective labour agreement. It should be his obligation to support his union in the faithful compliance of the agreement. He should learn to abide by the "peace obligation" where such has been embodied in the agreement.

7. Obligations to the Community

A union member has the duty to support his union in activities and programmes designed not only to promote their workers'welfare but the community as well. Among such projects would be the promotion of cooperatives, promotion of family planning programmes, elimination of pollution, and maintenance of peace and order in the community.

8. Contribute to National Development

Trade unions today are expected to contribute to the national development efforts through participation in the formulation and implementation of policies in the economic and social fields. Such a role by the trade unions cannot be performed intelligently and effectively unless the trade union leaders and members acquire an understanding of the economic and social forces at work in society. A strong programme of workers' education and research would therefore, be essential. It behoves every union member to support such programmes and to develop whatever potentialities he may have to contribute to the leadership needs of his union.

9. Insure Democratic Proceedures

Trade unions are the best instruments of the workers to achieve social justice and restructuring of society. It is essential however, that they should preserve their integrity and democratic character. It is the obligation then of every union member to see that his union is run along democratic lines, that it is not and will not be under the control of outside interests, and that its resources are administered responsibly.

10. Promote Human Rights in General

It is the duty of a union member to support his union or cause his union to give support to causes which would protect the enjoyment of human rights, the exercise of civil and political liberties, the enlargement of human freedom and the promotion and enhancement of human dignity. A lack of vigilance and support to such causes on the part of the trade unions could lead to the establishment of a political order where freedom of association and collective bargaining may cease to exist. That the trade union should make a stand on such causes with the solid support of its members is crucial to its survival as an institution of a free society.

* * *

THE ROLE OF TEACHERS' UNIONS AS TRADE UNIONS

John M. Thompson
Secretary General, WCOTP

I NO SINGLE PATTERN

Teachers' trade unions reflect many of the characteristics of other trade unions but they have also their own particular peculiarities. I seek to analyse some of the main trends in union patterns which I have encountered in my travels around the world over the past 20 years and to illustrate them with examples from individual countries - some of which may sound familiar to you.

Unfortunately - or perhaps fortunately - no organization fits directly into any particular category. They nearly all use the same words to describe their purposes even if their practices may vary considerably. The labels I put on them are, to some degree at least, over-simplifications. Nonetheless I believe they indicate acceptance of priorities which distinguish the teachers' trade unions around the world from one another.

II IDEOLOGICALLY ORIENTED

In the first instance, teacher unions may be ideologically oriented. Their primary goal may be to serve a particular ideology within the teaching sector. The Christian democrat trend is apparent in the major teachers' organizations in the Netherlands and Belgium and is the base for a number of significant organizations in Latin America. Overtly socialist and communist oriented organizations are active in Spain. The main teachers' organization of El Salvador is a committed member of the Revolutionary Front currently struggling with the Government of that country. Few organizations label themselves conservative but they undoubtedly exist. The inclusion of superintendents and senior educational officers tends to dampen progressive trends: in other instances advancement in the organization is seen primarily as a stepping stone to higher administrative functions. The main goal becomes to prosper the status quo and this implies support for conservative trends.

Service of an ideology within the teaching sector is quite different from support of a political party's platform at a particular time or the acceptance of the support of a party in attaining teacher organization goals. One of the world's newest nations, St. Lucia in the Caribbean, has a government which came to power primarily because of the teacher union's opposition to the educational policies of its predecessor. If, however, involvement with a party is extended so that the organization becomes continuously identified with a political trend, difficulties can arise. The teachers of Peru, currently in conflict with their government, split at almost all levels some years ago because of their members' desire to support different parties.

In some instances, officers of teachers' organizations have had personal political links which they have endeavoured to keep separate from their role as teacher union leaders. In Senegal, the Secretary General of the teachers' union is a member of the Government party in Parliament: in St. Vincent, in the Caribbean, the President of the teachers' union is an avowed marxist-leninist candidate in the forthcoming national elections; in Egypt, the President of the teachers' union is the Vice-Minister of Education. The separation of such leadership roles in their different manifestations is a delicate one to maintain and can easily be misunderstood by the members of the union.

A special situation arises in one party states, whether de jure or de facto. The teachers' union in the Ivory Coast is committed to support the national party. The teachers' union in Guyana is affiliated to the government party. As independent organizations these unions and others of similar character have determined to support the party in power for the national good. However, complications can arise in some cases if the unions wish to express casual or periodic disagreement with the policies of the party. They can do so internally without difficulty but if they do so externally their independence may appear to be opposition to the party in power and consequently misunderstood.

The extreme example of ideological integration is to be found in the so-called "socialist" countries; here the national teachers' unions are an integral part of the monolithic political structures which confuse government, party and trade union. Here the organizations do not even seek the right to industrial action or public protest which they claim are unnecessary under their systems. Thus they remove any danger of even casual disagreement being manifest.

III SERVE MEMBERS' INTERESTS

Very many teachers' unions acquire their characteristics because of their dedication to serve the interest of their members, whatever these may be at a particular moment and however much they may change in their political or ideological orientation from time to time.

At one end of the spectrum, there are organizations so constrained to serve the interest of their members that they are accused of being corporative or elitist. There are professional societies within the WCOTP membership who will classify denials of teachers' rights in other countries as political issues outside of their terms of reference. There is continuing argument of a less extreme character in some European countries regarding training and remuneration between the teachers' unions at the upper secondary level, several of whom belong to "academic" trade unions, and the teachers in the nine year compulsory school who belong to the public workers' trade unions.

In other instances the service of the interest of their members leads to the formation of distinct, separate groups within the teaching profession. In Singapore we have unions based on the linguistic characteristics of varying school systems; in the Philippines there is the distinction between public and private schools; in the other countries one sees a separation between those in primary, secondary or other levels of education, such as the industrial training field in Singapore. In some instances the trade union laws favour division even where separate interests do not exist, as in Sri Lanka and Malaysia where a wide variety of unions have existed over many years and dissatisfied groups of seven or more could form and register a separate union.

The fact that a union is serving the special interests of its members does not prevent it from taking part in political action. A teachers' union conflict in the United States. in South Point, Ohio, was eventually resolved only when the teachers' union by political action was able to change the balance of votes in the school board from three to two against them to three to two in favour of them. In the Resolution of the WCOTP Assembly in Berlin 1975 teachers' unions were called upon to take independent political action in defence of their interests, separate from the partisan political forces of the country.

The interests of the members may be served by adherence to or separation from groups of other workers, of other public servants. In two Caribbean island countries, physically close to each other, Dominica and Barbados, the teachers in the one sought to enter the civil service association to prosper their interests and the teachers of the other sought to leave the civil service association for the same reason.

Action on social issues or national issues of major significance may equally be interpreted as being in the direct interest of the members in an organization which otherwise takes a more limited conception of its role. The New Zealand Education Institute was outspoken on French nuclear testing in the South Pacific but is cautious on other non-educational issues.

IV THE SOCIAL SIGNIFICANCE OF EDUCATION

There are organizations which take more generally a broad interpretation of the social significance of education as their motivating force. The SNI of France has always conceived of primary education as a social movement and the different trends within the organization reflect different attitudes to social issues. The JTU of Japan has spoken out on the question of moral education and adopted the slogan "Never again send our children to the battlefield." International Year of the Child programmes such as that of the NUT of England and Wales for the extension of nursery education are pressed for their social importance (as was the NUT campaign against child labour in the last century). The INTO of Ireland has always had particular concern for the care of the handicapped.

National teachers' organizations have been involved in constitutional change in their countries as in Nigeria and Ghana in recent times. The teachers'organizations of Ireland have put forward candidates for professional seats in the Senate of their Parliament. The teachers' organization of Nicaragua is involved at the present moment in the national reconstruction following the overthrow of the Government of President Somoza.

The social concept goes beyond the direct interest of the members to a concern for the community as a whole. It does not go so far as to take on a particular political or ideological colour. It remains independent.

V. RELATIONS WITH THE NATIONAL TRADE UNION

Relationships between teachers' unions and the central trade union movement vary considerably. Relationships with professional groups are also much discussed. In this context, instead of using the same words to mean different things we quite often see different words being used to mean apparently the same thing. There was no conflict for several of the organizations at this Conference to take part in the IFFTU meeting in Florence whose slogan was "the teacher is a worker as any other worker" and in the WCOTP Assembly in Jakarta devoted to "The Teaching Profession in the World of Tomorrow." There is frequent debate in regard to this apparent or fabricated dichotomy between the worker and the professional.

An excellent analysis of the difference has been enunciated by Norman Goble, the Secretary General of the Canadian Teachers' Federation. He has pointed out that the main characteristic of a profession is that it involves applying a high degree of knowledge and skill to a particular problem at a given moment but without an ongoing commitment - the doctor diagnoses the illness and prescribes the cure, the lawyer solves the case or the dentist removes the tooth - but it is not so with teaching. Thus its professional character is distinct. A major goal of a workers' organization is to extract from its management the best possible working conditions for its members without concern for the benefits to the consumer. Teachers have such a concern and thus as workers they have a distinctive characteristic. Norman Goble concludes that teachers are employed professionals and that their trade unions have their own particular characteristics which can only be tied in to those of other groups to the denigration of their unique identity.

Central trade unions have on their side adopted varying attitudes towards the involvement of teachers' unions. For many years in Zaire, the central trade union has pressed for the total commitment of the teachers' union because much of its best leadership has come from the articulate and literate teachers' group. In Ghana some years ago, the Government legislated the teachers' organization out of the central trade union - because it was giving too much articulate and literate leadership.

Where there are various central trade unions, separated by ideological factors, teacher organizations which wish to maintain their unity are obliged to remain separate from the central trade union movement. This situation has obtained in France since the major European trade union split of 1948. A marked distinction can also be drawn between teachers' unions affiliated to ideological central trade unions because they share that ideology and those who are members of a federative trade union structure such as that of the Trade Union Congress in the United Kingdom, to which most of the major teachers' organizations are affiliated. They remain free to follow their own policy determinations whereas in an ideological pattern they are obliged to respond to the programme of the central trade union.

We find also teachers' unions which consider themselves to be legally and practically trade unions, in that they represent the interests of their members and negotiate on their behalf, but who maintain a clear separation from the central trade unions in their countries. Such is the situation of the Assistant Masters and Mistresses Association in the United Kingdom. Some might say that they are not "good" trade unions because they remain separate from the central body but in their view this is the way in which they best serve the interests of their members.

Teachers' unions are quite frequently members of public workers' unions because they share many interests in common with other public workers. Over the past three years the ILO has been adopting a Convention in respect of the public service designed to protect these common interests. But we have seen some problems. The distinctions between on the one hand the police and the armed forces and the teachers, and on the other hand between ministry clerks and teachers could not be perceived or, at least, publicly recognized by many other groups of public workers. Teachers would be looked upon as being elitist if they sought separate treatment.

VI THE UNESCO/ILO RECOMMENDATION

The fact that there are some differences in the case of teachers was, of course, recognized by the ILO some years ago when together with Unesco it promoted the "Recommendation Concerning the Status of Teachers," the only such instrument to have been adopted in regard to a particular group. The recognition of these particular characteristics is not elitism or corporativism. It is simply realism. We could note also that nurses have a separate ILO Convention to cover their special case. ILO gives special consideration to the position of "professional workers" and the definition adopted for this purpose covers teachers to a large measure. However, because this is a Recommendation concerning teachers they are specifically excluded from the category of "professional workers." This is not really satisfactory in that the teachers' document is a joint ILO/UNESCO Recommendation whose legal status within ILO legislation is open to discussion. Furthermore, in its study on Collective Bargaining procedures in preparation for the 1980 International Labour Conference, the ILO Secretariat specifically excludes public servants, including teachers, because they are covered by Convention 151. Moreover, as I have said, I see serious weaknesses in this instrument as far as teachers are concerned. In 1981 ILO is to have a Joint Committee meeting on teachers' conditions of service and we have great hopes of its work. We need to work hard for its success. As the types of national teachers' trade unions in the individual countries vary, so also their approaches to different forms of action vary.

VII THE RIGHT TO INDUSTRIAL ACTION

Virtually all seek the same rights, including that of industrial action and specifically the right to strike. The rights which they should enjoy are spelt out very clearly in the Recommendation Concerning the Status of Teachers. It is made clear here, as no where else in ILO documentation, that even if they are public servants, teachers should be entitled to the right to strike. Let me separate, however, entitlement from use. I will return to this point in a minute.

The attitude towards the right to strike is conditioned by the nature of the political system in which the organization exists. Where there is only one party the organization may be willing to deny to itself the right to strike. In other cases where there is a transcending national tradition or philosophy as in Indonesia it may be considered to be inappropriate. But in general the right is sought.

The limitations of the power of strike are not always clearly recognized and the use of the weapon has sometimes had disastrous effects for teachers' unions. I am speaking here of strikes which are intended to force an immediate result. I am not speaking of half-day or one-day stoppages which I classify as demonstrations rather than strike.

The force of an industrial strike is measured by the difficulties it creates for the population in general and the cost to the employer. If transportation is at a standstill the public feels great inconvenience. If electric power is cut off, the demands for its re-establishment are wide-spread. If doctors are not available, personal and collective health is threatened and an immediate settlement is demanded. If manufacturing industries are closed the proprietor is losing money. If docks are at a standstill the country is losing money. If schools are not open people are irritated and inconvenienced but not, at least immediately, disrupted. The employer is not losing money but is even making economies.

It is the moral and political force of a teachers' strike which is important, not its industrial power.

All too frequently, however, the public attitude is conditioned by the traditional concept that "teachers do not strike", it being "unprofessional." There is a lack of understanding or appreciation of what is done by teachers when there is no crisis and inadequate knowledge of the problems and therefore inability to apportion blame for the strike. It is frequently little or no appreciation of the conditions created by the authorities which forced the strike. The fact that in many cases teachers have continued to work for extended periods without positive response to their claims is ignored. The fact that non-economic issues are often involved as much as economic is not known. The fact that schools are closed is seen as an action against children and the long-term benefits to children are not appreciated.

In recent cases of teachers'strike action in the United States the conservative-oriented section of the press has played a significant role in sustaining this image and has been most ready to put forward the viewpoint of the authorities. Editorials have more generally condemned teachers for "breaking the law", even if their case was just, and thus setting a "bad example" to their students apart from handicapping them educationally.

Of course, teachers themselves are reluctant to take strike action, sensitive to the arguments of law-breaking and example-setting. The fact that they do so on occasion should be evidence of the extreme frustration which they are feeling and of the recalcitrance of the authorities with whom they have been endeavouring to negotiate a settlement. Teachers are equally reluctant to form picket lines and expose themselves to potential abuse. They take no pleasure in strike action.

But they should have the right to strike. It is up to the teachers to determine whether or not the circumstances demand its use and whether or not it can be effective.

The right of public servants to negotiate is widely accepted (with notable exceptions); their right to strike is less generally recognized. Replies to a UNESCO/ILO survey (1976) indicated that the right existed in 20 of the 50 or so countries reporting. These included Belgium, Canada, Denmark, Finland, France, Ghana, Jamaica, Kenya, New Zealand, Norway, Sweden and the United Kingdom. In such cases it is accepted without question that the right to strike is an integral part of the right to collective bargaining, and that without this right it cannot be said that collective bargaining really exists.

The trade union act currently in force in the United Kingdom goes so far as to say that even if a collective agreement says that both the employers and the workers accept a "no-strike" provision it is not valid for the workers unless it is included in the individual contract with each employee.

On the other hand we have the extreme example of the state of Virginia in the United States where the Supreme Court has ruled that collective bargaining with public servants is unconstitutional.

VIII COLLECTIVE CONSULTATION OR COLLECTIVE BARGAINING

In other instances, the principle of collective consultation is accepted but collective bargaining is questioned on the grounds that the State cannot bargain. In such cases there is considerable debate over the responsibilities of the parliament or government as the sovereign political power as distinct from the public employer. An effective answer in a number of cases has been the establishment of a Teachers' Service Commission, to which was accorded a wide measure of independence to act as the teachers' employer and to negotiate conditions of service with them. However, in other cases the powers of such commissions have been regrettably restricted.

It is accepted in the main ILO Conventions affecting workers' rights that exceptions to the general rules applying to all employees may be made in the cases of members of the armed forces or the police but that the rules shall otherwise apply to all workers. Convention 98 on the right to organize specifically excludes "public servants engaged in the administration of the state." In a number of countries this "exception" has been interpreted broadly to cover all public employees. In an effort to plug this gap the ILO adopted in 1978 its Convention 151 applying particularly to the public service and covering procedures for the determination of conditions of employment.

WCOTP finds that there are serious holes even in this instrument but at least its existence makes clear that public employees should have rights in respect to the determination of their conditions of employment - which must include collective bargaining. In any case, WCOTP has argued that teachers are not "public servants engaged in the administration of their state."

The argument that a distinction can be drawn between employers in the public and private sectors has been answered very effectively in Sweden where it is laid down that such a distinction is false in that many workers' action in the private sector could constitute a greater danger to public health and safety than those of public employees (such as teachers) but that they are not for this reason forbidden to strike. The Basic Agreement between workers and employees in the public sector notes that "every conflict of long duration on any major scale can have serious repercussions, regardless of where it occurs."

Even where the conventions of the ILO allow the exclusion, its Freedom of Association Committee has taken the view that the number of such categories should be severely limited and that the application should be used judiciously - good labour relations being better than legal proceedings which exacerbate the situation.

IX ROLE OF WCOTP

What is the role of WCOTP as an international teachers' trade union in light of the variety of circumstances in which its members operate and the variety of choices which they make?

Like the national teachers' organizations in France, WCOTP has remained independent of the three international trade union centres in order to be able to promote its unity. WCOTP seeks to provide a framework within which all national teachers' unions can come together regardless of their political philosophies or creeds and regardless of their national and international trade union affiliations. The other three international teacher organizations do not have that freedom (although in fact they endeavour to recruit members from outside their specific trade union framework). IIFTU is linked to the ICFTU by what is known as the "Milan agreement" under which the international trades secretariats attached to ICFTU, of which IFFTU is one, agree not to adopt policy lines which contravene those of the central trade union body. FISE declares itself fully in support of the philosphical base and field of action of the World Federation of Trade Unions. The World Confederation of Teachers is directly linked to the World Confederation of Labour. There are strong justifications for such links but their existence makes each of the individual international teacher organizations an unsuitable framework for the unity of all national teachers' trade unions.

WCOTP leaves the choice of their national trade union role to each of its individual members and accepts them whatever their philosophies and programmes, if they are representative of the teaching body as a whole, or of a clearly defined sector of the teacher community. WCOTP has been attacked for this by IFFTU in particular, on the grounds that it leaves it open for WCOTP to have conservative teachers' organizations in membership and communist teachers' organizations in membership. An endeavour is made to confuse the scope of our membership with the nature of our policies. We are not conservative because we have conservative members, nor communist because we have communist members. We are a parliament rather than a party with membership open to all and policy determined by the majority.

WCOTP's progressive philosophy is made manifest in the declarations of its successive Assemblies of Delegates and epitomized in the declaration of the 1973 Assembly in Kenya which noted that "the World Confederation has been called upon from time to time to react to international crises whose basic elements are humanitarian but whose solution lies in the political sphere. While refraining from all intervention of a political character in any conflict, the Confederation declares, however, that its orientation and activities as far as its educational and professional work is concerned, are based on the following fundamental principles:

a) total dedication to:
   i) the principle of negotiation as a means of solving international and national disputes;
   ii) the right of people to auto determination.

b) total opposition to:
   i) the use of force to resolve disputes between people, nations or states;
   ii) the use of destructive forces, especially in view of their inevitable effects on the lives and attitudes of children and young people;
   iii) all nuclear testing which by its immediate and subsequent effects may harm the lives of people;
   iv) continuation of apartheid and the rule of the minority without the consent of the majority.

WCOTP protests against the use of a significant part of human resources for destructive work. It demands that these resources be devoted to developing creative and educational work designed to further justice and peace and the material and spiritual life of all mankind.

However, WCOTP does limit the scope of its statements on specific issues to those which affect education or union rights. We have been attacked for this by FISE which has taken stands on many political issues of international importance. WCOTP took no stand on the war in Vietnam even though the United States National Education Association condemned its continuation; equally we took no stand on Soviet intervention in Czechoslovakia. It has to be neither or both. For our part, we have criticised FISE for its concern for one but not the other. We have declined to take a stand on trials of dissidents in the Soviet Union even though one of our constituent federations has done so. If we did we would have to take stands in regard to all reports of political imprisonment everywhere, whether or not teachers or trade unionists were involved. This is the role of a body like Amnesty International but it is not the role of WCOTP. The limitations on our scope of action are necessary to maintain our strength in those fields where we do take action and where we can be sure of the grounds of our action.

WCOTP is the foremost in defense of organizational rights and human rights of the leaders of teachers' organizations and teachers in general. We do not attempt to analyse the particular policies of our member organizatins but defend totally their right to exist and to determine their own policies without fear or favour for their leaders. We serve as your advocate and not as the judge - as such we may advise but find it difficult to mediate. We do not take action on the basis of our determination of the course you should follow but whenever you ask us to support your cause on the basis of your determination.

We act to protect the rights of all teachers within the framework of rules which are designed to safeguard the interests of our national members and to respect their national role. These rules provide for immediate action on request from members in respect of breaches of collective or individual rights, consultation with members regarding cases in their countries raised by others, and action on collective cases in countries where WCOTP has no members, if requested by a member (but not on individuals in such instances other than supplying any available information).

As WCOTP protects rights, it promotes respect for responsibilities. The nature of the action taken by a teachers' trade union must have in mind the national circumstances. Teachers' unions have the responsibility for constructive participation in national development as well as the right to such participation. Teachers' trade unions cannot ignore the state of the national economy and must play their part in the resolution of national difficulties but must not be exploited as a result of their good will. The balance between rights and responsibilites is often a delicate one but one to the service of which the World Confederation is dedicated.

If I were to endeavour to sum up the role of teachers' unions as trade unions I would say it is to serve the interest of their members with due regard for the social context and in particular the needs of children, using all forms of action appropriate to the promotion of its goals, whilst maintaining its independence as a political force within the society.

* * *

DEMOCRACY IN TRADE UNION PROCEDURES

- A SWEDISH VIEWPOINT -

Birgitta Stenberg
Representing the Swedish Council of
International Trade Union Cooperation

I. WHERE SHOULD DEMOCRACY START ?

I am very happy to be here and to have the opportunity to talk with you about this subject of democracy in union work which is for all of us a very essential matter. The mere fact that I am here is actually a result of a democratic process and what I mean is not what you may be thinking of, the democratic election procedures in a trade union.

It is rather the foundation that was built in my childhood at home and by Swedish tradition and on which all my political and trade union work is based. This is a process that goes on in my home and also in my family. After all where should democracy start if not in the homes where our children grow up and prepare for life?

My daily life is totally dependent on functioning democratic procedures. Working full time and more with trade union matters and using much of my spare time with politics and naturally with family life as the foundation on which I have to function. I think, or rather, I am sure of the fact, that though we are different people, men as well as women, we are in the same situation in my country and in many of yours.

Children must learn to take part in the work at home, and in decision-making and naturally also in facing the consequences of decisions made. Only if we all work together can we realise the importance of taking the responsibility for what is going on. There is a natural link between democracy in the small group at home and democracy in trade unions and in society as a whole.

In my home we have managed to accomplish some of these basic ideas. It gives all of us freedom to work, keep up our interests and to meet at home and enjoy being together.

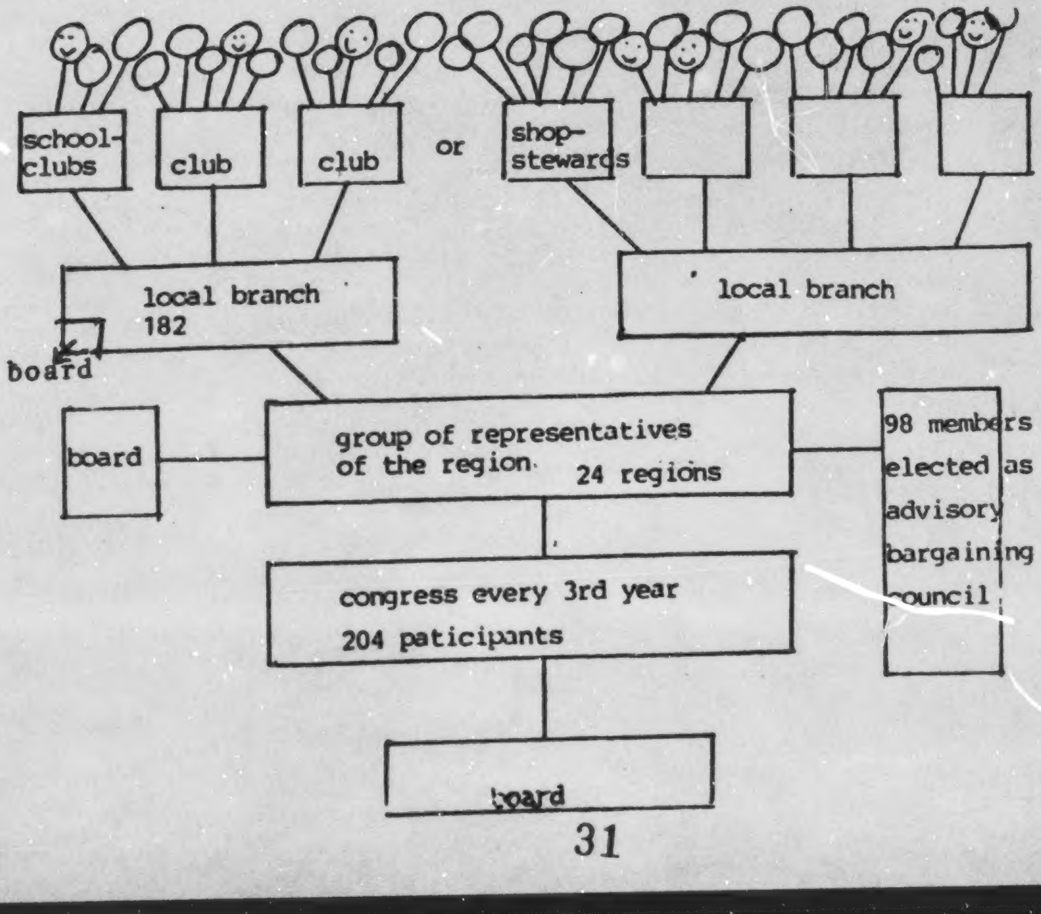
Well, this is my personal Swedish way of living with everyday democracy at home - but I believe that this may not be an idea shared by all of you and perhaps not even by all Swedes yet. To get back to where I started - this democratic base is what has made it possible for me to be here together with you in Tokyo, which is very exciting as I have never been to any Asian country before and I am looking forward to many interesting discussions with you.

The deep meaning of the word "democracy" is, in the way we use it, as simple as saying "everyone's participation in decision-making and facing the consequences of decisions being made". This is practically the same thing as the "rights and obligations" of which Mr. Calderon spoke to us this morning.

II THE STRUCTURE OF SFL

Let us look at the instrument we have to work with for the democratic procedures in a union.

This is an example from Sweden - not very different from many of yours, I believe. My own union is The Swedish Union of Specialist Teachers. We organize those who are engaged in teaching special subjects such as woodwork, music, housekeeping, gymnastics etc., as well as kindergarten and day-nursery teachers. We have today about 60.000 members and our membership is rapidly increasing. If represented in a diagramme, this is what it would look like:


school-clubs
club
club
or
shop-stewards
local branch 182
board
local branch
board
group of representatives of the region 24 regions
98 members elected as advisory bargaining council
congress every 3rd year 204 paticipants
board

The members in various schools can join together in a union club - if there is not a club there is at least a shop steward in each school, responsible for liaison with the union. These people belong to the local branch and at the annual meeting of the branch, a board is elected.

This board is responsible for local negotiations, the local programme for trade union studies, "safety stewards" and other matters of local character.

At the annual meeting of the branches representatives are selected to the Congress and to the Council which gives the Central Board advice when collective bargaining procedures start.

The Congress meets every third year, decides about the work to be done and adopts the budget for the coming three year period. The Congress is the highest decision making authority of the Union. At the Congress the Union Board is elected and between Congresses the board is the highest authority of SFL. This Board, together with that of 24 other unions, belongs to the Central Organization of Salaried Employees in Sweden, namely the TCO which has little over one million members.

The other large central organization is the Labour Union of Sweden, LO with over two million members.

There are two teachers' unions in the TCO. A third union is in SACO, the Swedish Confederation of Professional Associations, which has about 201, 000 members.

The two unions within the TCO are planning to merge into one and we hope this will be a reality in 1983. Both unions have their Congresses within 6 month's time and that is where the final decision will be made.

I am not going to tell you about the collective bargaining bodies and systems as I am afraid that would take us far away from the democratic procedures because to do so we would have to deal with the role of the employers' organizations also.

III DEMOCRACY BASED ON GRASS ROOTS

Let us go back to the organization of an ordinary union like SFL instead.

For school clubs there are no rules in particular as the shop stewards or club representatives have no bargaining responsibilities, except on rare occasions when minor matters are delegated by the local branch to which all members within a local area belong. Normally local negotiations lie with the branch board.

The branch has ordinary meetings at least twice a year. The annual general meeting is the third meeting. Every member of the union has a right to attend these meetings and express his or her views asking support for various demands from colleagues present at the meeting. Every member has a right to send motions to this annual meeting and ask for the support of the board and to have the motion discussed at the meeting.

At the general meetings the representatives of the regional council are elected as well as the board of the local branch.

All local branches within the region have representatives in the regional council nominated by the local branch and the regional council elects the representatives to the Congress and to the Advisory Bargaining Council.

Every member has the right to send his or her proposal to the Congress, but generally these are submitted to the local branch to get its support before they go to the Congress. However, even without this support the motion can go directly to the Congress.

Proposals to the TCO Congress have generally to be approved by the local branches or regional councils and the unions have to comment on each motion before it goes to the TCO Congress.

Through this system of representative democracy we can see that the individual member has every possible way of influencing his or her union and thus bring forward his or her views for consideration.

However, let us look a bit closer at this framework in relation to individual rank and file members.

I believe that we are all aware of the fact that there is a long way between the beautiful theories on democratic procedures in the trade union movement and the ways and means by which we manage to put these into practice. It is like a medallion with a beautiful front and little but a frame on the back. And this is the hard work we have - both we in our country and you in yours - to fill this frame with a content for the benefit of our members and to make the unions strong. It is the same thing with our unions as with a chain. It does not help if one link is strong and all the other links are not just as strong. And if our union leaders are to be strong and powerful in negotations, the members have to be strong and united in their support of the leaders. And we want our unions to be strong in egotiations and in all other work we do in the trade unions throughout the world to create better living conditions for our members, to have better schools for our children, to spread knowledge about society and its organization so as to enable them to participate in building a better life for the majority of the people.

This framework is of course an instrument, necessary to start with but without real content it becomes only a formal democratic process.

IV THE SITUATION IN PRACTICE

I have explained the theory. How does it look in practice? How many members come to our meetings? How many members are there at elections? How many submit proposals? About 10 per cent perhaps. Consequently we must ask the question. Are we in this room today representatives of our unions? How many women do you have in the union as members and how many women are here at this conference? A very simple question. I read the other day that 41% of the teachers in Japan are women.

As elective representatives do we feel secure in our union work if only a small group of members are behind us? The members we meet when we have left the shop steward stage and work in the union office are usually not ordinary members. We meet the strong members, the ones who are articulate and can express their opinions effectively; the ones who dare to talk in front of a large group of people. They are people who have learned a great deal about union work and society at large. They are people who are brave and dynamic. Of course, we will also meet the "career people" - people in love with power - but these we meet everywhere.

But what of all the rest of our union members : all the ones who do not come, who are not active, or even aware of the existence of the union being their instrument for better working conditions etc. What do we do with them?

In your countries, I believe, there is a problem of illiteracy and there are also perhaps linguistic problems. However, I can tell you that in Sweden, with many years of nine-years compulsory schooling and so far basically only one language and a very high percentage of membership, we still do not have many active members. We have in my country managed to get rid of the main material differences between people and achieved a certain amount of equality in that respect. However, on the cultural side, there are still large gaps between people and I think that is where we can find some explanation for the lack of engagement. In one local branch with 2,000 members there has not been for years more than an average of 50 members at meetings.

This, I think, is bad and rather dangerous. It creates an elite and when the reforms we have got through collective bargaining and central negotiation have to be carried out locally there are not enough people to share in the implementation. As a consequence the members get disappointed and that in my opinion is dangerous.

As the theme of this conference is not limited to membership in teachers' trade unions only, but to the subject "education for trade union membership" - a subject we shall specially deal with on Tuesday afternoon, I am not going to talk particularly of teachers' unions.

The subject of true democracy and co-determination is also a very current issue in Sweden, both politically and in the trade union movement.

V. REASONS FOR LACK OF INVOLVEMENT

Reasons for the weak involvement in union work are probably to be found in a lack of involvement in society as a whole.

However, how do we look at the human being as part of society? Do we think that people are made in a certain way and there is nothing to do about it? "They are born egoists". "They need competition - not co-operation". "They do not want to take responsibility". "Most people like to be bossed by others". No, this basic view of people cannot be the view adopted by the trade union movement. We must look at the human being as a product of the society in which he or she lives. Can our societies create people with a genuine desire to live a life in solidarity with, and concern for, each other?

Do people feel that they can contribute to development and take part in the improvement of living conditions? What practical reasons can there be for people not taking part in union work? An unsatisfactory social background and a poor education promote among many a lack of self confidence, minimum demands and a strong trust in authority.

A physically and psychologically bad working environment makes people tired and one needs the free time for rest and recreation. There is no strength left for the union work. The responsibility for children makes it impossible for women to take an active part. They have not time as long as they are regarded as the only ones in the family to take responsibility for the household.

With very few people really active in the union a gap between "we members" and "you union people" is easily created. And so we end up with the culturally privileged group leading the trade unions, and democracy becomes a formality. One cannot take trade unions out of the entire picture of society when talking about democracy. There is no possibility for democracy in trade union procedures without a basic democratic view of society as a whole.

VI THE ROLE OF EDUCATION

Democracy is not a matter of technical or organizational measures - it is a basic view of people and society.

That is why it seems so important to start this process at home and in the schools among the young people who are going to carry this democratic inheritance out into working life and society. And the teachers' unions are of course good schools for teachers if we wish to bring democracy into the classroom.

The children must feel their involvement in school and they must be given opportunities to take part in planning, keeping order, acquiring knowledge, cleaning the classrooom and all other such activities that characterize a school. Then they can develop the responsibility of keeping to the rules, listening to classmates and to grown-ups on the basis of a feeling that everybody has some role in contributing to the learning process.

This will make them capable of following democratic procedures. It will also make it natural for them to join a union when they leave school and take part in developing better working conditions for themselves and others.

However, we are not there yet - neither in my country nor in yours - but this is what we are aiming at.

The trade union movement in Sweden has been working with these problems for several years and we do believe that without the education of our members, we shall not achieve a better understanding and commitment. Consequently we shall not be able to give content to the framework of democracy and accomplish less formal and more real democratic work.

VII EDUCATIONAL STRATEGIES

In the beginning of the trade union movement in Sweden, people met in small groups in each others' homes to exchange ideas as to how best to negotiate with well educated employers. This is how the study circle was born. To use the knowledge and experience of the people themselves as a resource is essential. The study circle has developed and is still the first means of education for the members. In education to initiate changes the way knowledge is acquired is often more important than the mere learning of facts.

One has to learn not only to find facts, to read, to listen and to draw conclusions, but also develop the ability to do all this in co-operation with others. A group working together can achieve more than an individual on hiw own.

Trade union studies as a starting point for activity and initiative should aim at promoting among members :

(a) a consciousness about their own situation. They should be able to find what needs to be changed in their place of work, in society and in their own union and to learn ways of demanding these changes.
(b) a knowledge about means to promote change, about the democratic procedures and the goals valid for their own union, both locally and in general.
(c) a determination to be active and to be able to use the means provided by the the organs of the union.
(d) a commitment to participate in the work of the organization. They should be able to take part in various activities of the local branch of the union and demand information. The members should also demand that their views on various matters be considered and should ask to be informed of the results of the union activities.
(e) an engagement not only to take part but even to take on assigements for the benefit of the union work.

We sincerely believe in Sweden that well planned education for our union members will contribute to dealing with the problem of the lack of involvement.

However, there are several stages in this process. The member must be able to study near his or her home - this is particularly important for women who still carry much of the responsibilities for the house and the children. The study circle where people meet in small informal groups to study together is the first step in the process. It provides basic information on union organization and goals and is still used to a very great extent. Then one must build on this base for education of shop stewards and political officers. Naturally there must be special courses for members of the local boards, "safety stewards" etc.

Every local branch of a Swedish trade union also has one person at least responsible for the organization of trade union studies. These people also need special training. The regions also have one person each in charge of studies. Generally there are 2 - 3 day seminars for political officers, - "the young leaders" - and 5 day courses are arranged by central union officers as the final stage of this education process.

The central organizations, TCO and LO, usually provide a good selection of 5 day courses on matters concerning society as a whole and current political issues. Economics, law, civics, international trade union co-operation are just a few examples. Still it is the basic education for members that is important. Many of the study circles can be held during working hours. The employer is interested in having employees know the rules and regulations of the labour market. So there is a law providing for studies during working hours.

The pedagogics of these studies must be built on the same ideology that characterizes the labour movement on the whole.

The members must be conscious of their own and the others' situations and they must develop an ability to co-operate and to solve problems together.

Such education should be built on co-operation between teacher and pupil. The pupils' knowledge also is regarded as a resource. The problems studied must be related to the "pupils' " everyday life and should deal with situations that they can recognize and with which they can identify themselves.

Such education must be designed for the benefit of the group and never for the individual alone, because a) the knowledge that has been given to or achieved by one has to be passed on to the others who did not get to the course and b) the knowledge gained will be used by a group - for the benefit of the group.

This type of education demands perhaps a new type of teacher, the type of teacher that Paulo Freire talks about. He does not preach - he listens and inspires the pupils to seek and find knowledge out of their own experience and their wish to solve the every-day problems.

VIII THE ROLE OF LEADERS

May be it is also time to reconsider the role of the leaders of our unions. The leadership attitude should perhaps be of a more pedagogical kind. The leaders should be good listeners who canalize the wishes of their members through their own special knowledge and not a small group of people manipulating the members to do what the leaders want without really knowing why.

Communication between the group of leaders and the rank and file members must be a two-way communication.

A good leader listens to the members' demands and views in order to be able to put forward the right claims in negotiations. However, sometimes he must use his wider knowledge about what is going on in society as a whole and explain to members if their demands are unreasonable and why they are so. I believe this is an important issue in the very complex problem of communication between leadership and membership.

The leader also has to be a step ahead of the rank and file member. It is because of his very special capability in these respects that he is elected. To retain the confidence that has been placed in him, the good leader must always ensure that the members know and, above all, understand what he is doing and why, especially when he is ahead of them. He has got to listen to the views of the members - otherwise he may soon be a weak leader using his power to deal with his own people instead of with the "opponent" at the negotiation table. That is sure to create trouble. If we allow a gap to grow between the members and the leading groups, democracy will be only formal.

These were some of the problems and ideas that have been discussed in the trade unions in my country lately and it has been a pleasure to me to have the opportunity to convey these thoughts to you.

* * *

THE ROLE OF TRADE UNIONS IN NATIONAL DEVELOPMENT I

Israel Bocobo
Vice President
Trade Union Congress of the Philippines

There are differing opinions as to the role of trade unions in national development. Whatever these opinions are, it is a well-known fact that trade unions are not only interested in activities related to the world of work, but they are just as interested also in the activities of the government and the state. They are concerned in influencing the life of the state in a way that will guarantee a wide sphere of action.

But before we go further, let us consider a few points.

First, let us bear in mind that the substantial progress which has been achieved by trade unions in many developing countries in Asia is the consequence of the free exercise of their rights. Freedom is essential to growth.

Secondly, I would like to invite your attention to consider that trade union rights in Third World countries are seemingly substandard compared to those which are enjoyed by their counterparts in the West. Just the same, these rights too are the fruits of a continuous struggle. They are essentially the payoff of the trade unionists'common determination. Rights do not come easy. One has to fight for them. Hence their value.

What I am stressing here are two points: first, that the role of trade unions in national development depends largely on their degree of development which includes, inter alia, their strength, solidarity, resources, influence, and popularity in the community.

The second point I would like to stress here is that the development of trade unions themselves depends so much on the degree of freedom they enjoy . As I have stated earlier, freedom is essential to growth. Repression may harden the bones of unions, but it is anti-developmental.

I SOME COMMON CHARACTERISTICS OF DEVELOPING COUNTRIES.

Developing countries have some common characteristics the most obvious of which are the following:

1) Financial resources available for development are seemingly very limited.
2) The technical knowledge to develop cannot cope with the needs of the situation;
3) High population growth; and
4) High rate unemployment

The objective of developing countries is to grow rapidly in order to raise the economy from subsistence level to an affluent one. They want to develop their natural resources and be counted among the industrialized nations. However, they are confronted always with the problem of capital formation as industrialization requires more funds to finance development projects. These funds are seemingly lacking in Third World countries. In the case of the Philippines, for instance, a growth rate of 5 % yearly of the national product requires an investment rate of at least 14% of the national product. Partly, this justifies the claim that this capital can only be raised by saving part of the national product and not consuming it but putting it into investments. This means that the consumers must curb their demand for consumption goods, giving more room for producer goods which are important factors in economic development.

The objective to achieve growth more than our present average growth rates creates development plans which envision strategies tending to sacrifice labour. In our economic system which relies mostly on private investment, the implied tendency is that an increase in labour cost will substantially reduce profit, an undesired result because it consequently reduces the ability and readiness to invest.

This trend merely quantifies the position of the owners of production that savings through the accumulation of profits necessarily go to industrial expansion, that savings can only be done through wage cuts, that industrial expansion automatically solves the problems associated with poverty.

In most developing countries, what the workers receive is usually only a small chunk of the country's gross national product. What I want to point out is that in most developing countries, the progress of the nation is not often well shared by the working masses. Such a condition illustrates a patent disregard of labour in development. While the side of the owners of production are well ventilated, labour is usually neither heard nor consulted. The question, therefore, is: Is there any room for labour in the process of development?

At this stage, I would like to offer the following proposition: Policy makers in the government should open their national objective principles to accommodate other sectors, specifically trade unions. What I propose is that the position of labour must be considered on all issues relative to production, consumption, or income distribution. In an economy which relies heavily on the private sector, it is a must that each sector should be given its proper forum. More so, because it is impossible for all sectors to receive correct information on the needs and possibilities of the economy at all levels. The failure to properly transmit correct information poses a grave danger because this usually results in mistrust and reluctance on the part of the unconsulted public. As a consequence, any good intention can be held back by the mere fact that the people who are deeply affected have no real confidence, and popular support for the program is lacking.

II MAJOR INSTITUTION

We have to admit that trade unions are a major institution in our society.

In an essay called "Tasks, Function, and Organization of Trade Unions in an Industrial Society", the German author Rudolf Maerker observed that outside the communist bloc, we have what we call pluralist societies. By this he meant that "the development of the economy, politics, social life, education and culture is determined through the complex interaction of many forces, and not by one force only and under one order".

Author Maerker observed further that "the conflict of different interests, which is by no means denied, has to be regarded as a positive factor in this context. On the basis of this conflict, results are being negotiated which are to prevent a one-sided procedure. This is, of course, an ideal stage which is, to say the least, very difficult to attain. But in principle, it is already working in modern industrial societies."

III A WORD ABOUT NATIONAL DEVELOPMENT

In the Third World today, particularly in Asia, national development has become almost a password. We talk about national development as casually as we talk about worries and food prices. What is often forgotten are the roles played, or to be played, by different sectors and organizations existing in a particular developing society in order to achieve this end.

By national development, of course, I mean the achievement of consciously induced changes toward a dynamic and progressive society. The expectation is that at a certain point in time, everybody will enjoy the conveniences of life. But the process is complex, for it requires alterations of the economic, political and social character of society. The range of activities here include the introduction of technology in production, control of population growth, acceleration of education and cultural amenities, improvement of the standard of living, and enhancement of opportunities for self-government. In more specific terms, national development is both a goal and a process which seeks to improve the quality of life of the people.

As a total process of planned change, therefore, development urgently requires the participation of capable manpower,at all levels and from all sectors of society. The management of the development process calls for a broadened perspective beyond the confines of one's own sectoral interests, and a commitment to pursue organisational goals that are in harmony with the sectoral, and ultimately, with national development goals and objectives.

National development is an objective to which every sector is required to address itself taking into consideration its full potential and responsibility. As partners in the development process, these sectors are expected to enhance their contribution to the objectives of national development through a meaningful system of cooperation.

IV NEW DEMANDS

I think everybody will agree with me if I say that we are all living in an age that demands so much from us.

In developing countries, there is a trend that seeks to integrate the efforts of various institutions in the collective effort designed to achieve development. The trend, obviously, broadens the responsibility of these institutions. At the same time a challenge is posed before them. The alternatives opened to these institutions are few and they are crucial.

Current developments in developing countries have placed trade unions in a unique position. Their area of operations has become wider and more complex. At the same time, the questions and issues they have to face have become more and more complex in proportion to their growing responsibility and the scope of their roles.

In my reading of the situation, I have noted that trade unions in the developing countries have developed a distinctive sensibility which has toned down their old aggressive posture. Cooperation takes the place of confrontation. This is certainly a new and healthy phenomenon.

But I would like to make it clear here that the trend does not in any way demonstrate the softening of these unions. Rather, we see here the broadening of their responsibility and the dynamic acceptance of new roles on account of vital economic and political changes.

What I am saying is that there is a noticeable transformation in the theoretical concepts that define the activities of the various sectors in Asian society, organized labour included. The demands of national development have produced a new system of coordination which is often manifested in the integration of multi-sectoral programs with the national plans. In earlier times this was discussed simply as a historical alternative.

V FREE TRADE UNIONISM: A MUST

Certainly, there are necessary conditions to be met before trade unions can meaningfully play their role in national development.

For a trade union "to really achieve something", says Rudolf Maerker, lecturer on Problems of German and International Trade Union Movements, it has to be independent, i.e. "it must not lend itself to becoming the prolonged arm of any political group in parliament in order to establish the wishes of that particular group amongst the people. On the contrary, it has to give impulses from the bottom to the top, i.e., from the people into the political field."

The observation, however, is that even in many industrialized countries trade unions are still far from having achieved that aim. "One of the reasons for this", says Maerker "is the fact that trade unions did not develop from the same roots. "Their roots differ from country to country and even within the various countries. Some trade unions came into being together with the political labour movement, the social-democratic movement. Some trade unions originated from a religious or church basis. And other trade unions developed and were formed irrespectively of any political or ideological context as bodies of purely material representation of interests of the working population."

Until now, says Maerker, it is still necessary to make a distinction between "tendential trade unions" which are closely connected with certain political parties, churches or other social forces, and "unitary trade unions" which unite, within a country, workers of different political and ideological outlook.

The demand that trade unions should be independent of political parties of government does not mean, however, that they are indifferent or hostile towards the state. Ludwig Rosenberg, chairman of the

German Federation of Labour (DGB) and member of the Board of Trustees of the Friedrich Ebert Stiftung, said explicitly:

> "We want to fulfill our duty within the state. This we can only do if we are consulted as one part -- but an independent part -- whenever important political decisions concerning the aims of economic and social policy and many other questions have to be taken. In a modern democracy, trade unions are more than mere associations for the regulation of wage and working conditions. More depends on their commission and ommision than peace in the enterprise."

Rosenberg added that it is a "fatal error" to assume that "by means of the idea of tendential trade unions, disproved long ago, and by splitting up the workers, greater strength and greater effectiveness could be achieved. On the contrary, " he said, "the more independent are the acts of trade unions in pluralist societies, the more they can influence the political sphere, and the more they can achieve for the benefit of the workers."

The perception of Rosenberg on the relation between workers' organizations and society is painfully significant. He said, "in a democratic society, the workers and their organizations are part of society and of the entity without which part this society and this state could not exist or be maintained. The real existence of a democratic industrial society and of a democratic state depends on whether the workers accept this society, regard it as their own, cooperate actively in its development, and whether all this takes place only in the parliamentary and political sphere or not. This is a permanent process of social evolution which would be doomed to failure without the active cooperation of society and of the workers. Democracy depends on the cooperation of all groups and certainly on the cooperation of the majority of the people, the workers." It is within this framework that labour plays its significant role in national development.

VI THE ROLE OF LABOUR IN NATIONAL DEVELOPMENT

There are at least three essential functions of trade unions in developing countries. They are:

(a) to increase wages by influencing the income distribution;
(b) to ameliorate the social security and social standing of the workers; and
(c) to help raise productivity.

The points mentioned above are by Dr. Christian Uhlig of the Hamburg Institute of International Economics, in his paper "The role of Labour Unions in Economic Development."

In short, Dr. Uhlig said, trade unions concentrate their activities "primarily on the solution of economic and social problems concerning the interests of the workers."

The view of the International Confederation of Free Trade Unions (ICFTU) on the matter is no different from the statement of Dr. Uhlig as quoted in this paper. According to the ICFTU, the basic task of trade unions in the Third World will always remain the achievement of social justice! This is if only for a very simple reason that, so long as undue privileges, extremes of wealth and social injustice persist, then development has failed in its essential purpose. It is the duty of the free trade unions to ensure that machinery for a fair distribution of available wealth is established. This applies equally to the enforcement ment of fair labour standards."

On the issue of national development, Mr. J. Tinbergen, professor of economics at Rotterdam and Nobel Prize winner, said that the role of trade unions .... "will be, first of all, to further mass participation in the strategy (for development) ... and if there is a question of mass participation I think it is natural that we should immediately think of the trade unions. Trade unions are the organizations which are really able to reach the masses of workers ..." Mr. J. Tinbergen added that "a fair share in national income is certainly one of the natural tasks for trade unions".

VII THE PROBLEM OF WAGES

The problem of the wage issue is that most governments in developing countries have to induce wage restraints for purposes of capital formation. The presumption is that what the trade unions wanted will oftentimes result in an inflationary pressure on the economy. This problem is often compounded by the fact that the situation of the labour market in developing countries is such that the bargaining position even of a well-organized union is rather weak, for the employer, according to Dr. Christian Uhlig "will mostly be able to avoid wage increases by hiring new labour unemployed or underemployed." And we have to consider also the fact that only a small portion of the labour force is affected by successful union efforts to raise wages.

Indeed, trade unions in the developing countries have to be cautious in asking wage increases. "One argument," Dr. Uhlig said, is ". that higher wages will indeed increase the consumptive power but at the same time expand by this the local market needed by enterprises to produce economically. In fact the sole favouring of capital formation does not solve the problem of development. There must also be enough effective demand to take over the current production and furthermore to give incentives for new investments and new production. This demand will be created by higher wages."

Another argument cited by the German author in favour of wage increase is the following: Higher wages, he said, "in turn will lead to higher productivity of the labour force because the discontent and insecurity will be reduced and the social unrest stabilized. On the other hand wage increases will in many cases induce employers -- in order to maintain their own share of profits -- to raise the productivity of their production process and equipment. By this they are fostering general economic progress, too." The case of the Philippines, to my mind, is instructive. To illustrate:

In the discussion to increase minimum wages in the Philippines in 1970 there were statements coming from the Department of Labour (now Ministry of Labour) which asserted that according to the National Economic Council (now defunct), a P100* yearly increase in wages (roughly about US$14) would result in 250,000 people being thrown out of work !

On that basis, a wage increase of P2 daily or P624 yearly (assuming 312 working days in a year) would cause a drop of employment of about 1,500.000 ! If it were true, surely it would be a catastrophe to the country.

But what does the record show.

There was a P2 increase in the minimum wage for non-agricultural workers in June 1970. Between May 1970 and May 1971, total employment increased from 11,355,000 to 12,587.000 a rise of 1,232,000 or nearly 11% ! Unemployment dropped from 942,000 to 624,000 7,7% to 4,5% of the labour force. These figures were taken from the Philippine Journal of Statistics of the Bureau of Census and Statistics of the Republic of the Philippines.

The fear to increase wages, therefore, by legislation is based on a hypothesis that any upward trend in wages will correspondingly result in a downward trend in employment especially in labour intensive market. The fear is without basis in reality. It is a very limited perpective on wages and the unemployment problem.

VIII IMPROVING WORKING AND SOCIAL CONDITIONS

Trade unions, to repeat, are associations of workers with a mission to maintain and improve working conditions and to give the workers a better status in industry as well as in society.

Trade unions are established simply because in an economic system which depends on the private entrepreneurs, it is necessary to protect the rights and interest of the workers since the employers whose pre-occupation is profit is likely to be distant and deaf to the needs of the working masses. Here, trade unions play the role of gratifying the demand for better clothing, more adequate housing, and more consumption goods which they themselves produced and help ameliorate the social standards of the workers.

---

* P = Pesos

Wages are not enough. Workers are human beings, therefore, they deserve working conditions fit for their dignity as human beings. The object of development is man. In no way, therefore, should the workers be made to make sacrifices in the name of progress.

"By influencing the administration on such labour issues like minimum wage legislation, labour codes, social security, etc.," says Dr. Uhlig, "trade unions can improve the condition of the labour force generally." The struggle is fought largely in the political dimension of which workers' organizations again play an important role.

IX THE ISSUE OF RAISING PRODUCTIVITY

Another major function of trade unions in the developing countries, says Dr. Uhlig, is "to help raise the productivity standards of the workers, of the enterprises and thus of the economy as a whole." Union leaders must tell their members this: " We fight for you for higher wages, but in order to get this increase we must have to offer something to the employers on the other side of the table. This would be, for example, the promise of the workers to produce more ... to enforce punctuality, to avoid absenteeism, to spread the maintenance of their tools and rooms .... If the unions are able to guarantee something like this and can refer to some examples favourable to their case, the enterpreneurs or the government would on their own interest be well advised to lend their support to the unions, thus enabling them to fulfill their productivity-raising functions. Actually, experience shows that in many cases where unions were able to sign collective bargaining agreements with employers the working climate in factories has improved considerably."

X PARTICIPATION OF WORKERS IN NATIONAL DEVELOPMENT

The effort to achieve national development obviously calls for an active participation of the working masses. Here, trade unions have the advantage more than the owners of production on mobilizing the labour force and integrating them into the modern production process. Because of this, they should be given a greater role in the planning and implementation of national development programmes.

There is no doubt about this: trade unions can definitely serve as an effective vehicle in bringing the masses of workers into the stream of national developement. By their very nature trade unions are placed in this situation, therefore, there exists a moral obligation that impels them to help organize and mobilize the workers' resources for society's development.

In line with this obligation, trade unions have to create among their membership the will to learn and the will to climb up the social ladder. At present, there seems to be an apparent lack of this desire from the ranks of trade union membership. Here, education certainly plays a significant role in the development of the nation. It is even more so when such educational programmes are geared towards further development of those who are already engaged in productive endeavours. Of course, this is aside from the fact that learning can inspire the workers to have initiative and to be more creative.

XI CONCLUSION

It is not a controversial statement to say that labour has an important role to play in national development. But governments recognize the "importance" of this role in varying degrees, which explains why in some instances the sphere of their activities is accommodated only within a limited framework. In some other instances also, their full potential is allowed to develop freely in a broader spectrum. I would say that the neglect of the trade unions' capabilities is a waste of the nation's resources.

Earlier in this paper, I said that trade unions in our time are called to answer some of their non-traditional functions. But no trade union can satisfactorily answer these non-traditional functions unless it first succeeds in fulfilling basic tasks. Dr. Uhlig once pointed out that the relative weakness of trade unions in developing countries .... "often encourage them to direct their activities away from the difficult field of operation on the enterprise level to the field of legislative and political action."

The labour front is a seething front. And there is no end to the problems and issues confronting trade unions. Sidetracking one area in order to satisfy another demand is definitely not a proper option to take. In the first place, on the part of trade unions in the Third World, it is not just a matter of choice whether to react or not to react to their widening responsibility in our time. The point is that they are a part of society, therefore, they have the moral obligation to answer the challenge positively. Failure to do so will turn them into an irrelevant force in society, and as such, they have no right to exist. But again, mention should be made that this obligation hinges on mutual co-operation from all sectors. This means that trade unions should be free and be given all opportunities to participate fully in all efforts geared towards national development.

* * *

THE ROLE OF TRADE UNIONS IN NATIONAL DEVELOPMENT II

Kléber Viélot
WCOTP Special Assistant for Africa

I have been asked to speak to you about trade unionism and national development in Africa. The topic is a difficult one because we must first agree as to what we mean when we talk of development. If we are referring to political development, the answer is easy: trade unionism has played a decisive role in the acquisition of independence by nearly all the African countries. Moreover, trade unionism in Africa has been deeply marked by political battles and is still suffering their after-effects.

No one can deny that trade unionism, and in particular teacher trade unionism, has participated and is still participating in social and cultural development. Its role in economic development is less evident, however, because in most cases worker trade unionism represents only 3 to 5% of the population.

For a clearer understanding of the role of trade unionism in Africa's development, we must glance back at the period before during and after colonization.

I. BEFORE COLONIZATION

African intellectuals and writers have not done very much research and have written very little about the situation of the workers in ancient Africa. What has been written about and published extensively by African leaders and intellectuals is how in ancient Africa there were classless societies, and the people who had land, food and wealth looked after and fed the people who were without. It has been even said that extreme poverty was unknown in the times before colonialism. But in a lecture delivered on 27 October 1977 on the topic of trade unionism and development in Africa, Dennis Akumu, Secretary General, Organization of African Trade Union Unity (OATUU) stated: "Nevertheless we have clear indications that in some countries there was, and there still is, pronounced class distinctions. We have found that the ruling class was just as oppressive and even worse than other exploiters in certain cases. Through our elementary research we have come to realise to our great consternation, that while we were condemning and are still blaming the Arab and European slave-traders, their African collaborators were doing far more harm to our race and to the black continent than those foreigners were. In present circumstances history is repeating itself - the worst employers are African private employers. They dodge the minimum wage structures, employ men of their clan as unpaid workers, and in nearly all the African countries I have visited, they carry on their business dealings while avoiding any payment of taxes."

II DURING COLONIZATION

The workers were the first people to feel the presence of colonialism, and they were also the first people to begin to oppose it. Peasants who had been deprived of their land were obliged to work as slaves on their own soil or become a landless labour pool. They constituted the first nucleus of trade unionism in Africa.

In the English colonies, a tax was introduced by the colonial administration in order to oblige the peasants to supply cheap labour for the farms and urban centres. Wage rates were established for African workers for reasons of racial discrimination and other purposes, inciting the workers to form labour-cum-political organizations. These semi-political labour organizations continued to speak in the name of the workers until after the second world war, when the Labour government in Britain began to study possibilities for legalizing the existence of trade unions in its colonies.

In French-speaking Africa, colonization brought industrialization and with it new forms of labour for African societies to which wage-earning was a novelty; as a result, the workers began to organize themselves in order to defend their human dignity first, then their vocational interests. In this perspective and under the 1901 law authorizing the creation of mutual aid societies , Africans formed groupings to defend their own interests. The workers of Africa even initiated an entirely new form of strike, the so-called "village strike", causing the villages that furnished workers for forced labour to be deserted by their inhabitants.

During this gloomy period of the colonial era, any claim was considered by the administration as emanating from a clandestine political party. Seen from that angle, abusive repressions were justified in the minds of the colonial authorities.

Despite many restrictions, the African trade-union movement developed so rapidly and to such an extent that Europeans in the colonies and in their mother country could not fail to be impressed. Realising the importance of the movement, French and English trade-unions soon sent representatives to the colonies to form the necessary local branches in order to consolidate their own position and that of their political allies at home.

The young African trade-union movement continued to develop meanwhile, and from 1950 on showed a clear tendency toward organic independence and autonomy of action vis-à-vis the Europe-based trade-unions from which it was to detach itself, adopting as its fundamental aim: "total liquidation of the colonial regime for the independence and sovereignty of Africa."

III AFTER INDEPENDENCE

This brief historical survey shows how decisive was the role of the trade-union movement in the acquisition of independence by nearly all the countries of Africa. Although that role varied from one country to another, it was played in concert with the political parties. In some States, the movement's role was even more dominant than that of the political parties. The workers contributed funds to support the nationalist parties, and in certain cases they led industrial action against the colonialists.

That role brought a number of trade unionists to influential positions in their newly independent countries.

The post-colonial honeymoon between the trade unions, political parties and independent governments of Africa was short-lived. Africa was the scene of a serious struggle, lasting seven to ten years, between the trade unions, governments and political parties. A number of trade union leaders were imprisoned, their trade unions were dissolved and some of them went into exile. Others were even hanged or shot. Many asked themselves questions and are still wondering what went wrong. According to Akumu, the trade unionists accused the newly independent African governments of having abandoned the political programme on the basis of which they had struggled to replace the colonial governments; e.g. better wages, better social services, better distribution of national income and other matters such as agrarian reforms, etc.

For their part, the African governments reproached the trade union leaders for having adopted a negative attitude and allowed themselves to be manipulated by external influences against their own countries. Some of them contended that, in fact, everything the trade-unionists did was politically motivated in order to allow them to seize power. In the course of those years, there was much agitation, supported by workers. There were several military or civilian coups d'état, with worker support. Nevertheless, in early 1970, the governments and trade unionists agreed to recognize their interdependence, and there followed the establishment of the Organization for African Trade Union Unity (OATUU).

Since then, although complete harmonization has not yet been achieved within the fraternity, the trade unionists now have a full consultative role in several countries and they contribute actively to development programmes at all levels. Nevertheless, discussion is still continuing on the role of the trade unions, as to whether they must retain autonomy conferred on them by the government and the leading parties, or whether they should be fully integrated in the government or the party in power. History has shown that full integration in the party has never been successful, but it is also a fact that complete independence no longer exists anywhere. The developing countries must, therefore, devise their own methods that can observe a happy medium between the two extremes.

The question that now comes to your minds, and rightly so, dear colleagues, is what role, apart from this important political contribution, the trade-union movement has played and is playing in the development of the countries of Africa that have achieved independence.

Right at the beginning of this address I said that the topic is a difficult one and can be approached properly only if we agree as to what we mean by development.

One author has defined development as being "Mobilization of human resources for human benefit." Secretaries-General of teacher trade unions in French-speaking Africa, meeting at Lomé (Togo) in 1976 at a Round Table organized by WCOTP on the theme "Teacher trade unions and national development : toward new prospects", defined national development as being "The collective pursuit of happiness by a group of men and women established on a fixed territory".

If we accept those definitions, we can say that trade union movements in Africa have not yet fulfilled the essential conditions for playing an effective role in national development.

For the historical reasons that I have already mentioned, the African trade union organizations have concerned themselves mainly with problems of working conditions and wages. Nevertheless, a minority among them have set up cooperatives and embarked on worker education programmes.

All the trade union organizations are faced with serious problems that prevent them from contributing effectively to national developement.

1. Political problems

In Africa (south of the Sahara), in most of the independent countries there is only one political party, with at least a dozen or more military governments. In general, and in French-speaking Africa in particular, numerous trade-union groupings are integrated in the single party. In certain countries what is termed "responsible participation" is practised. This implies that the trade unions abandon the negative claims characteristic of European trade unionism and become full partners for development. Accordingly, those trade unions are supposed to take an active part in the framing, determination and implementation of policies that affect the life of the nation and consequently of the workers. But as George R. Martens has written in "Syndicat et construction syndicale en Afrique francophone", "the oligarchies of the single party have centralized all authority and all decision-making power in the hands of a few persons, and unless the trade union leaders among the élite are prepared to set aside any personal interests in favour of the workers, one cannot speak of any meaningful trade union participation".

2. Problems of organization, structure and leadership:
With their existing structure or organization, the trade union organizations are not in a position adequately to carry out the role that they expect to play in national development. Trade union structures have not changed very much since independence, and the trade unions are waging today's battles with yesterday's outdated weapons. The workers are being dangerously demobilized because of weak leadership, whose interests are divided between the trade union, the party and the government.

3. Problems of representativity and mobilization
Trade unions include at best 30 to 50% of the wage-earning workers, and in the view of Martens they are therefore in contact with 3 to 5% of the total population. In these basically agricultural countries, where 80 to 90% of the population is engaged in farming activities, no serious efforts are being made by the trade-union movements in order to organize those agricultural workers so as to help them to enter the economic circuit and play a positive role in national development.

IV EDUCATION AND DEVELOPMENT

If we accept the two definitions of development that I have mentioned today, we must then recognize that education is the key to the problems of developement. It is the most appropriate institution for transforming potential human resources into actual resources. The fact is, however, that the trade union movement in Africa has concerned itself only to a superficial extent with the problem of developing an adequate educational system that takes account of national realities and can be beneficial to the children, the workers and society as a whole.

The educational system inherited from colonialism does not meet the needs of development and poses problems that our friend, Thomas Bediako, Secretary-General of the All Africa Teachers Organization (AATO) and of the Ghana National Association of Teachers (GNAT) has identified as follows :

(a) Limited wage earning opportunities among primary school leavers and those with least educational skills.

(b) Educational provision which is out of line with manpower needs for national and community developement

(c) Unrealistic and unattainable aspirations of employment among young people and their parents,

(d) Conflicting demands on education systems and educational resources to provide on the one hand high-level education for a limited number of top jobs, and on the other, to meet the educational needs of the majority of young people ;

(e) Emigration of educated young people to richer countries;

(f) Unpopularity of agricultural work and self employment among the young, in part affecting the low economic returns from such activities;

(g) Concentration of schools and education expenditure in urban areas

(h) Predominance of urban oriented values in school curricula,and

(i) lack of financial and technical resources for introducing essential educational changes.

Since education plays a very important role in all aspects of development, it is not only essential but imperative that workers and their organizations should show not only more concern but should strive to increase their influence in the determination of national goals, objectives and programmes of education and other aspects of development. As a starting point, labour organizations should advocate an educational programme which will ensure what Philip Oombs has described as six basic minimum essential needs:

(a) Positive attitude towards co-operation, towards one's family and fellow men, towards work and national development, and towards self-improvement through learning.

(b) Functional literacy and numeracy sufficient to read a newspaper or a farm or health bulletin and to make locally useful measurements and calculations.

(c) A scientific outlook and elementary understanding of the process of nature in the particular area.

(d) Functional knowledge and skills for rearing a family and operating a household.

(e) Functional knowledge and skills for earning a living.

(f) Functional knowledge and skills for civic participation.

V TEACHER TRADE UNIONS AND NATIONAL DEVELOPMENT

Teacher trade unions that are affiliated to trade union groupings must bring their influence to bear on the grouping's leadership in order to encourage it to participate actively in the framing and the implementation of education policies.

They must see to it that any educational development programme that is drawn up takes account of socio-economic and cultural requirements, of the needs and objectives of education policy, and of the implementation strategy.

They must play an active role and take on responsibilities in educational planning.

They must give all due attention to the solution of problems arising from the utilization of African languages.

Lastly, if the trade union movement in Africa wants to play an effective role in national development, it must unite and must struggle unremittingly for greater political and trade union freedom without which it will be unable to mobilize the workers,men and women, for the pursuit of their individual and collective happiness.

* * *

ROLE OF TRADE UNIONS IN PROMOTING RURAL DEVELOPMENT

A.T. Ariyaratne
President, Sarvodaya Shramadana Movement,
Sri Lanka

I feel I will be "twice blessed" for having the opportunity to be present at this Regional Conference of Asian Teachers' Organizations sponsored by the World Confederation of Organizations of the Teaching Profession. I thank the Confederation and its local partner the Japan Teachers' Union for inviting me to this conference.

Having been a teacher by profession all my life, I feel that this conference will re-affirm my faith in the ability of teachers to play a decisive role in blazing a path for humanity away from a global catastrophe and towards human survival and progress. This is the first blessing I anticipate. I have faith in the capacity of the teachers in Japan to play the role of inspirers and pioneers to blaze this new trail for human awakening. This is the second blessing I look forward to. I trust that I will not be disappointed.

I TEACHERS BLAZE A TRAIL

The subject about which I have been asked to talk to you is the "Role of Trade Unions in Promoting Rural Development." Please do not mistake me as a trade unionist. I have very little experience in this subject. Yet as far as promoting human rights and social justice for the most deprived communities in my country are concerned, I have not lagged behind in my duty. For 17 years I have served as a full time teacher and a part time voluntary worker in rural development. For seven years I have worked as a full time rural development worker. What I am going to share with you are some of the ideas we have developed while working in this field of rural development which we organized under what came to be known as the Sarvodaya Shramadana Movement.

A small band of students and teachers initiated this Movement in some of the remotest and most deprived villages in Sri Lanka, in mid-1950s. Soon this Movement developed into a mass Movement involving not only teachers and students but also people from other walks of life. Today this Movement has penetrated into over 3,000 villages in Sri Lanka giving rural people a new ideal to strive for. Teachers, students and youth still form the bulk of the leadership of this Movement.

The word "Sarvodaya" means the awakening of all. Shramadana is sharing of one's time, thought and energy. The participants in this Movement become benefactors as well as beneficiaries at one and the same time. They become benefactors in the sense that they help mass awakening of rural communities based on principles of self-reliance, community action and grass-roots organization. They become beneficiaries in the sense that the participants awaken their own personalities and learn both community leadership and vocational skills which help them to enrich their own lives while living in the community.

II DEGENERATION OF THE "GURU" CONCEPT

In Asian culture the word teacher-"Guru"or"Acharya"- is a highly respected term having a deep meaning. A teacher in our culture was not just a paid servant of the government or of a private organization. He or she was a symbol of wisdom, knowledge, respect, dignity and the personification of the direction in which the individual and community life should progress.

With the advent of commercialism and its twin brother colonialism, like so many other professions, the teaching profession also got denegerated into a business operation supplying literate, skilled brains and trained hands for a commercial culture to dominate our countries and our world.

The nobility of the profession was lost. A teacher's worth came to be measured in terms of money like any other hired labour. School and community, teachers and pupils, parents and teachers, all became alienated from one another. Commercialism and power politics continued to take the upper hand, bringing in their wake the problems humanity is facing today, such as militarism, racism, pollution, mass poverty, ecological imbalances and alienation of man from man and man from his environment. The world has degenerated very much in this direction. Can the teachers re-discover some of their old values and give sane leadership to a world which is almost literally crumbling down by its own glaring contradictions?

III MORAL RESPONSIBILITY OF TEACHERS

If I may elaborate on this a little further, the responsibility of teachers' trade unions is no longer a matter of only increased wages, more humane working conditions, more leisure and more participation. The moral responsibility has grown beyond these realms and has taken a global dimension demanding a new vision and sacrifices, beyond the presently accepted demands of the profession.

Today education is a fundamental human right. In most countries the primary and even the secondary education is free and compulsory. In my own country, the Republic of Sri Lanka, even all higher education is free. Elementary educational facilities are available for all children within walking distance from their homes. The teachers, taken as a whole, have influence over each and every family through their students. Beyond our limited physical and academic environments, do we utilize this potential to influence our national and rural communities to strive to build together a more psychologically balanced, a more physically secure, and more socially satisfying society?

The western model of development cannot bring about this balance, security and satisfaction. This can be seen beyond any doubt when we look at what lies behind the glamorous physical achievements of the industrial civilization. What we see is loneliness, deprivation, purposelessness and confusion.

IV THE AWAKENING OF ALL

We in Asia and other developing regions have to build up our own model of development. This model should avoid the mistakes of the old model developed by the industrialized West. On the other hand it should have spiritual, moral and cultural ingredients harmoniously combined with participatory people's politics, self-sustainable economies and social cohesiveness. In other words development must be taken beyond the pure materialistic realms to include total man and total society.

According to the Sarvodaya Shramadana experience the initiation and promotion of such a development process from the rural level is possible by organizations such as teachers' trade unions, even though they may not have coercive instrument of power politics at their disposal. What is needed is a clear philosophy, practicable principles, realizable targets and a concrete programme of action.

The Sarvodaya Shramadana Movement accepted the fundamental tenets of Buddhist teachings in the building up of its philosophy. The prime thought is "The Awakening of All" - Sarvodaya. This thought transcends all barriers of caste, creed, religion, language, national boundaries and political ideologies. The

"Awakening of All" concept carries with it such inalienable principles as truth, non-violence and self-denial. Non-deception of other human beings, non-injury to other human beings and non-selfishness in dealing with other human beings are accepted as cardinal values. These three principles are accepted while trying to achieve the following objectives of the Movement.

i) Personality awakening of individuals
ii) Family, group, village and urban awakening.
iii) Awakening of national communities, and
iv) Awakening of the world community.

This means every Sarvodaya action can have its implications on one or more or all of the above defined Sarvodaya objectives. The implementation of programmes to achieve these objectives also can take a variety of forms. It can be a personal act of compassion. It can be a basic human needs satisfaction programme carried out by the community as a whole. It can be an integrated village development activity. It can take the form of struggling for social and economic justice by a group. It can take the form of bringing about political pressure for land reforms by organizing the landless. It can also be a programme of training in useful skills such as for self-employment. In all these areas teachers do participate in an organized and effective way.

V GIFT OF LABOUR

At the village level the Sarvodaya Movement initiates its development programmes by organizing a series of Shramadana Camps or gift-of-labour camps to satisfy one or more basic felt needs of the community. It is so organized that an opportunity is provided for all members of the community, men, women, and children to participate in a spirit of brotherhood with teachers, students and others from outside the village in doing the tasks at hand. The main purpose of such a series of camps is to build a psychological oneness among all concerned. Thinking of problems together, trying to find solutions together and working together, to apply the solutions and solve the problems, bring about a mental cohesion which the Movement considers to be the foundation on which further programmes to build man and society have to be developed.

The second phase is the training of emerging leaders in rural and urban communities who on their own can provide the organizational and skilled leadership to their communities for the continuous programmes of constructive work in rural areas. A series of service centres known as Gramodaya or Village Awakening Centres have been progressively set up to give infrastructural support to village awakening programmes.

The third phase is the organization of groups in villages according to their age, needs and interests. For example a Pre-school Children's Group for children below the age of 5 years is organized. A School -going Children's Group between the ages 5 and 15 years is next organized. A Youth Group for persons between 16 to 28 is formed, A Mothers' Group and a Farmers' Group are also formed. Finally to accommodate all the others, a general Elders' Group is organized. All these groups carry out what is generally known as the ten basic human needs satisfaction programme. This in fact is a village level plan designed and implemented by the village people themselves.

VI TEN BASIC NEEDS

The ten Basic Human Needs referred to here are:

1. A clean and beautiful environment
2. An adequate supply of safe water
3. Minimum requirements of clothing
4. A balanced diet
5. Simple housing
6. Basic health care
7. Communication facilities
8. Energy requirements
9. Total education related to life and living
10. Cultural and spiritual needs

An interesting feature of this programme is that the village communities, whatever their resources, property ownership level, technological know-how, and financial means, have a programme of work they can carry out, on their own.

Three representatives from each of the groups, except that of pre-school children, together form themselves into a Village Re-awakening Council in each village. This Council can expand to include ten or more others who can represent the village temple, village level governmental services and other deserving elders. This Gramodaya or Village Re-awakening Council provides an excellent people's development structure at the village level which can on the one hand, organize and utilize people's resources for development and on the other hand act as the people's body for co-ordination with the available governmental service institutions.

In rural awakening activities, higher organizational skills and advanced leadership skills also become necessary. Divisional, District and National level co-ordination with governmental and non-governmental institutions supporting rural development activities also have to be linked to this programme. For this purpose Sarvodaya has established so far 20 Development Educational Institutions in different districts of Sri Lanka. These institutes train village youths, teachers, monks, senior students, government officials and other village level and district level leaders, needed for rather big undertakings such as construction of housing schemes, water service schemes, irrigation programmes, agricultural activities and development of appropriate technologies.

VII NON PARTISAN

The strict impartiality and non-involvement of the Movement in party political activities and the signal contribution made by the Movement as a non-governmental group in development has earned its recognition by the government and the general public. This resulted in the leaders of the government up-holding the principles of the Movement publicly and appealing to all concerned to support the Movement without political considerations. The Sarvodaya Shramadana Movement at present is an excellent example of a non-governmental indigenous people's movement co-operating with the government without losing its identity or becoming a tool in the hands of the government. This has become possible as a result of the trust that the Movement was able to win with the leaders of the government, who also happen to be upholders of democratic socialist values, and believers in people's participatory role in development.

VIII INTERNATIONAL IMPACT

Almost from the inception of the Movement there has been international interest shown in its work. There have been many organizations and individuals who have come from different countries and worked with the Movement for considerable periods of time. This resulted in a two way influence and a mutual learning. Formal links were also established with several international bodies whose co-operation during the last 10 years has helped the Movement immensely. The Sarvodaya philosophy and principles were adopted for experimentation in far-off countries such as

Belgium, Canada, West Germany, Japan, The Netherlands, and Norway.

Some of the programmes developed by these countries in co-operation with the Sri Lanka Movement are:

(i) Village to village link-up programmes, where a village group in another country is linked for educational, cultural and economic co-operation and exchange programmes.

(ii) Student exchange programmes between Sri Lanka and the linked-up group in the other country.

(iii) A dialogue programme where a village group in Sri Lanka becomes a dialogue partner with a school or such other group in the other country.

(iv) Holding exhibitions in arts and crafts, selling local products and through such action carrying out educational programmes which are of mutual benefit.

(v) Organizing seminars, workshops and conferences on subjects related to world development.

IX SOME LESSONS

So far I have described how a grass-roots movement was able to progressively evolve itself into a national and international development effort during a period of a little over two decades. This experience provides some lessons which may be useful to other individuals and groups who want to similarly participate in development activities at a people's level. I shall enumerate some of the possibilities that exist in this type of endeavour.

(i) In all cultures there are certain age old values which, if identified and used as motivational factors to bring together people for self-development, can be very effective.

(ii) People can be motivated to come together in such a way that they become their own planners, implementers and evaluators in a self-generating process of development from the grass-roots up.

(iii) People of different walks of life such as students, teachers, doctors, peasants, workers, administrators and even politicians, can be organized to become participants in such programmes, be they of rural development or of urban development.

(iv) Such a people's programme if devoid of power and party politics,and if the leadership have proven this by their conduct, can work in harmony with governments which uphold the democratic rights of the people, towards development of the country.

(v) Mutually beneficial joint programmes between similar groups in different countries can be developed to promote educational, cultural and economic progress, at an international level.

X ROLE OF TRADE UNIONS

In the Asian Region the potential for trade unions to enter the field of rural development is vast. Integrated programmes could be organized by trade unions to combat illiteracy, non-attendance in schools, ill-health, poverty, poor housing, malnutrition and against other barriers that stand in the way of a minimal level of human existence. The initiative and leadership for such programmes should always be developed by the people themselves, so that patronage and dependancy are avoided right from the very inception. In the Sarvodaya Movement one of the fundamental steps taken in such programmes is the training of young people for leadership in the village to take upon themselves the responsibility of conducting family and village surveys, collection and analysis of data, selection of priorities in the village development programmes, organization of social groups, learning and usage of appropriate technological methods and techniques in development processes and initiating self-employment programmes.

In all stages of these processes the trade union can play the role of initiator, educator and supporter of village groups. Their organizational strength, and the experience and influence of dedicated leaders can be easily utilized for this programme.

Trade unions in developed countries like Japan should give a lead in this type of process where new ground is explored for the emancipation of the poor and the deprived in the Asian Region. This may well be a foundation of a new movement of teachers organizations to give a helping hand for the development of rural and urban communities in the poor regions of the world. The benefits of such an effort will not be only for the poor countries but also for even rich countries which are increasingly facing problems of psychological deprivation, social unrest, ecological imbalances and threats of a Third World War.

* * *

WHY TEACH ABOUT THE RIGHTS AND RESPONSIBILITIES OF TRADE UNION MEMBERSHIP ?

Kiyoo Nakakoji
Secretary General, Japan Teachers' Union

I CONDITIONS OF THE RIGHTS OF TRADE UNION MEMBERSHIP IN JAPAN

All workers in Japan are guaranteed the right to organize, to bargain collectively and to stage strikes in accordance with the provisions of Article 18 of the Constitution. However, there are certain legal restrictions and prohibitions with regard to the three basic rights of those workers of the teaching profession who are considered to be national or local civil servants according to the laws of Japan.

1. Right to organize

a) "Prohibition of the union shop system"

The Local Public Service Law provides that "Local public servants may or may not organize a trade union, and may or may not participate in such a union." This provision applies to teachers who are local public servants. Unlike in the case of workers in the private sector, the right of such teachers to organize is thus restricted only to the "open shop system."

The reason for this, the law explains, is that local public servants are secured a special status by law, i.e. the fact that they shall not be dismissed against their will except for the reasons stipulated in law.

b) Local public servants to whom the right to organize is "totally prohibited".

Among civil servants, the local public servants who belong to categories such as the following, are prohibited to organize a union, e.g. policemen and firemen.

The ILO Convention No 87 allows each member country to put special restrictions on the organizing rights of those in the army and the police force. In the case of Japan, however, the problem is that not only policemen but fire fighters as well are denied the right to organize. The government says that firemen are also policemen in a broader sense. But it is clear that the ILO Committee on the Application of Conventions and Recommendations does not approve an exceptional measure for incorporating firemen in the category of policemen.

c)"Restrictions on the purposes to organize"

The local Public Service Law of Japan calls a trade union of local public servants "Shokuin Dantai", a Japanese word having a slightly different meaning from that of "Rodo Kumiai", the Japanese equivalent of a trade union. And the law defines that "Shokuin Dantai" shall be an organization,or an alliance of such organizations,that local public servants form for the purpose of maintaining and improving their working conditions.

On the other hand, the Trade Union Law, which applies to workers in the private sector, stipulates that a trade union shall be an organization, or an alliance of such organizations, formed mainly to maintain and improve their working conditions and enhance their social and political status. Thus, "Shokuin Dantai" has to confine its activities only to the maintenance and improvement of the working conditions of its members; local public servants cannot use their organization for the purpose of improving their social and political status. We should consider this an intentional attempt to restrict the free activities of local public servants, including teachers.

d)"Restrictions on the membership"

The Local Public Service Law puts limits on the membership of "Shokuin Dantai" : ordinary local public service workers cannot form a joint organization with their management. The scope of local officials who can join "Shokuin Dantai" of ordinary personnel is stipulated by the regulations of the National Personnel Authority and of the personnel committees at prefectural level.

The ILO Convention No. 87 guarantees the freedom of workers to organize and participate in a trade union, if they so wish. In this connection, the scope of activities of members of "Shokuin Dantai" should be left to their judgement and the current restrictions should be eliminated.

e)"Registration system"

A registration system exists with regard to "Shokuin Dantai" of local public servants. In this system, a local government accepts registrations only from trade unions of local public servants who are employed by it or its agencies. As a consequence, an alliance of "Shokuin Dantai" from different localities face disadvantages in collective bargaining and other trade union activities. Such a system is therefore an unreasonable intervention in the right of workers to organize and should be abolished entirely. Instead the examination system for the qualifications of trade unions for the private sector should be applied to "Shokuin Dantai", too.

2. Right to bargain collectively

The right to bargain collectively is in fact approved for "Shokuin Dantai" that is organized by national or local public servants. But strictly speaking, it is by no means a full right of collective bargaining, since the right is defined not to include the right to conclude a collective agreement. Moreover, making the most of the occasion of the ratification of the ILO Convention No. 87 in 1965, the Japanese government amended the Local Public Service Law to place thorough and detailed limitations on the bargaining parties, and objects of collective bargaining, its procedures and modes. The restrictions include the following: the employer shall be in a position to accept a bargaining proposal only from registered "Shokuin Dantai"; the right to conclude a collective agreement shall not be included; bargaining with regard to management issues shall not be accepted; bargaining shall be possible only with the party which has the authority to manage and make decisions on the subject of bargaining; bargaining shall be made with the number of representatives from "Shokuin Dantai" that has previously been determined and with appointed representatives; members designated to bargain may be represented by proxies for whom a written certification should be presented; bargaining may be terminated if it is against the conditions determined at a preliminary negotiation etc.; lawful bargaining shall be conducted within normal business hours and a written agreement may be concluded with some reservations.

A report of the ILO Dreyer Commission (the Fact-finding and Conciliation Commission of the ILO Committee on the Application of Conventions and Recommendations (1964), expressed grave doubts about such restrictions on collective bargaining placed on Japanese workers. The Report noted that the procedure of bargaining between management and labour should not be stipulated by law in detail and that it should be developed gradually in the form of wise practices by both the bargaining parties. In accordance with this view such unfair limitations by law should be eliminated.

What is more important is the denial of the right to conclude a collective agreement. To deny the right to conclude a collective agreement is equal to the denial of the right of collective bargaining itself, and thus contrary to the ILO Convention No. 98. Therefore, the law should be so amended that "Shokuin Dantai", like trade unions of the private sector, may conclude a collective agreement with its employer and that it may take necessary actions to change regulations and rules in accordance with such agreement.

3. Prohibition from staging a strike

All national and local civil servants in Japan are prohibited from going on strike. If they violate this, they will be subject to disadvantages in their positions, including disciplinary dismissal, and in addition may be charged before the courts and may be liable to imprisonment for three years or less, or to a fine up to ¥ 100,000. And in this case, such punishment is meted out not necessarily to those who join the strike but more often to those who have "conspired","incited", "agitated" or"planned" it.

To those workers who participate in a strike, instead of legal punishment, economic penalties are imposed. Such penalties include lower merit rating and postponement of regular wage increments.

We cannot overlook here the fact that the ban on the right of workers to strike in the public sector is adversely affecting the entire trade union movement in this country.

Originally, the right to strike is based on a basic human right and the workers' sole and indispensable right to defend their right to live. The right cannot be denied because of the public nature of the work of civil servants, nor be prohibited in exchange for compensatory measures. It is one of the basic human rights which should be guaranteed to all workers, public or private, as stipulated clearly in the International Covenants of Human Rights.

The above is a summary of the present condition of the rights of trade union membership of Japan, in particular, those in the public sector.

II HOW ARE THE RIGHTS AND RESPONSIBILITIES OF TRADE UNION MEMBERSHIP TAUGHT IN SCHOOL EDUCATION IN JAPAN ?

1. The immediate post-war years

Education in Japan before the end of the World War II was under the strict control of the government according to the disciplines of Japan's "Emperor-centered chauvinism and militarism". It was one of the greatest obligations of the nation, together with taxes and military service, and no independence was permitted to teachers as well as to pupils and students. Democratic education movements were suppressed by the government and teachers who had progressive ideas were expelled.

However, upon the defeat of Japan on August 15, 1945, the "chauvinistic and militaristic education" collapsed, and the new Constitution which contained the three principles; the sovereign power of the people; fundamental human rights and renunciation of war and the Fundamental Law of Education incorporating the ideas of the Constitution were enacted. The Constitution provided the basis for educational reforms after the War in Japan and, in particular,had clear stipulations that guarantee the people's right to receive education and to work, and workers' right to organize and to act collectively. By these stipulations, education was made a right of the people, not merely an obligation as in the pre-war years. To learn the basic rights of workers was approved as an item of basic knowledge which people should have. The Ministry of Education compiled a textbook for students of junior and senior secondary schools entitled "Democracy", in which there is the following declaration: "Trade union movements are the autonomous and democratic movements of workers for the purpose of defending their fundamental human rights from their own viewpoints. For this reason, the three workers' rights and the freedom of union activities should be guaranteed."

What was considered to be the most important in the curriculum of post-war schools in Japan was the study of the Constitution and its ideals of peace, human rights and democracy, and this was taught in the lessons on social studies which was a new course established after the War. The main purpose was not to merely explain the meaning of the articles of the Constitution, but to promote a deep understanding of the spirit contained in them, on the basis of the study and experience of children and young people, and to try to apply these principles to the people's daily life.

2. Revision of the course of study

However, around 1950, two fundamental developments occurred. On the one hand there was a change in American policies toward Japan; and on the other hand Japan's monopolies began reviving at a rapid pace. These factors contributed substantially to a great change in the educational policies of the Japanese government. The change was characterized by the denial or invalidation of the democratic ideas and principles of the post-war educational reforms. It was in 1958 when the Ministry of Education revised the Course of Study that the content of the curriculum underwent a drastic change. The revised Course of Study did not have the label "Tentative Plan", which had been the practice for all previous editions. It emphasized the need of a textbook authorization system and legal obligations that teachers should observe in their educational activities. Thus the new Course of Study became an important tool of the government in the state control of education. On the one hand in an attempt to indoctrinate children in "nationalistic morals", the Education Ministry established a new subject, "Moral Science". On the other hand, the subject "Social Studies" which had been the heart of the study of the Constitution was virtually disorganized. As a result, the respect for fundamental human rights began to be considered the respect of men's personality and service to the society and the public, and the government's standard became the public interest rather than the right of the individual. In textbooks, the explanation of the sovereignty of the people, fundamental human rights and renunciation of war grew more abstract, and more emphasis was given to people's obligations and the welfare of the public than to the rights of individuals.

Former subjects dealing with workers' rights based on the previous editions of the Course of Study, such as "Workers' Organization and Participation in a Trade Union" for primary school pupils; "Understanding of Economic Democracy" for junior high students and "Correct Labour-Management Relationship Based on the Rights of Trade Unions and the Obligations of Employers" for senior high students, were all done away with. Thus, workers' problems only appeared in textbooks as part of the measures for dealing with current social problems, together with other issues like population, farming villages and urban problems.

3) Further reactionary revision

In 1971, the conservative government, following a policy of doing away with all of the ideas and principles of the post-war democratic reform of education, hammered out a very reactionary policy of revision which covered all areas of education. The policy encountered severe criticism and strong opposition from the Japan Teachers' Union and the people who approved it were only those who belonged to the higher financial circles. However, the government has been insisting on the implementation of the revision. As a result, the content of textbooks on fundamental human rights was further watered down. In the case of the Course of Study for junior secondary schools, there is only one direction which reads: "Have students understand the meaning of trade unions and the spirit of basic trade union laws". And the Ministry of Education attempted to delete even this sentence when it revised the Course of Study in 1977, but the protests from all workers in Japan were just able to prevent it from being deleted.

Almost every textbook today is written in accordance with the idea that it is natural to put restrictions on basic rights of workers in favor of the "welfare of the public". No book deals with the problems of the present laws that deny the right to strike to members of the teaching profession, civil workers and employees of public corporations.

4. The JTU's policy

The Japan Teachers' Union, even after 1951 when the government started its reactionary education policies, has continued its own systematic activities of studying teaching methods related to the basic principles of the establishment of democratic education for the maintenance of peace and truth, in conformity with the Constitution and the Fundamental Law of Education. As a result of such activities, the Union adopted "Pursuit of Education on the Basis of Peace and Human Rights" as its principle in reinforcing international solidarity. Also, the content of actual teaching in and out of school was studied in relation to the theme, "The Pursuit of Education Based on Human Rights." In particular, the Union believes that each school should compile its own systematic curricula in social studies for each grade to enable pupils and students to understand the concept and working of democracy. It considers that the object of education today is to teach children the principles of peace, human rights and international solidarity, and is making efforts to realize this. And we at the Union emphasize the fact that to teach children the rights and responsibilities of workers and trade unions correctly is essential to the teaching of democratic rights of people in general.

III RIGHTS AND RESPONSIBILITIES OF TRADE UNION MEMBERSHIP SHOULD BE TAUGHT CORRECTLY IN EVERY SCHOOL IN EVERY COUNTRY

1. Human right is basic to peace and social progress.

As described above, the new Constitution of Japan confirmed the principles, fundamental human rights, protection of peace and the sovereignty of the people, as internationally tested ones. It was also recognized that "These ideals shall be realized basically by the power of education", and efforts were continued to pursue an education "to help people to respect the dignity of individuals and to desire truth and peace."

To establish human rights and to protect peace are the universal aims of all people today, and the role of education is important in promoting and strengthening these objectives.

Here we should note the fact that the United Nations proclaimed the Universal Declaration of Human Rights as "a common standard of achievement for all peoples and all nations" confirming its belief in fudamental human rights, in the dignity and worth of the human person and in the equal rights of men and women", and declaring its determination to "promote social progress and better standards of life in larger freedom".

We should recall the fact that the preamble of the Universal Declaration specifies that each individual and organization in society should endeavour to "promote respect for these rights and freedoms through education, and to secure their global and effective recognition and observance by progressive domestic and international measures."

In the preamble, the fact is confirmed that "teaching and education "will play an important role in promoting respect for the rights and freedoms contained in the Declaration and in their realization."

We should also include a study of the International Covenant on Economic, Social and Cultural Rights in educational programmes. The International Covenant states that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen respect for human rights and fundamental freedoms. It further declares that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace. We are keenly aware of the need to provide children with an education based on human rights and peace in every school in every country.

We should recognize anew, as facts proved true through our international experience, that a lasting peace can only be achieved on the basis of social justice and that poverty of a part of people is dangerous to prosperity of all people.

We should not avert our eyes from the fact that today there still exist "working conditions that might cause injustice, hardships and poverty to many people and which may lead to such great social unrest that world peace and cooperation may be threatened", as pointed out in the preamble of the ILO Charter. We teachers should be conscious of the fact that it is the duty of the entire teaching profession to teach pupils and students the rights of trade union membership and their responsibilities correctly in spite of the existence of unfavorable working conditions as those mentioned above.

Therefore, we lay stress not only on improvements in working conditions but also on a perfect guarantee of basic workers' rights of trade union membership as an essential means for establishing peace. Simultaneously, we attach a special importance to the responsibility of trade union members, who enjoy such rights, to commit themselves voluntarily to the realization of social justice, both domestically and internationally, as this provides the basis of democracy and a lasting peace.

The guarantee of the rights of trade union membership aims not only at benefits for such members themselves, (i.e. improvement in working conditions) but, at the same time, at benefits for all people in the form of peace through the realization of social justice and humanism, which are two main factors forming a democratic society.

Therefore the right of trade union membership is inseparably linked with the voluntary fulfilment by members of their social and historical responsibilities.

From what has been described above we can confirm the need and the justification of teaching correctly the rights and responsibilities of trade union membership in every school, in every country. In what follows, we shall consider several factors necessary for effective education about the rights and responsibilities of trade union membership.

2. Some considerations

First, a correct knowledge of the present legitimate rights and the corresponding responsibilities of trade union membership and related problems in each country should be disseminated among young people. At the same time the international situation regarding these rights and responsibilities should be taught objectively.

Secondly, if the knowledge of the rights and responsibilities is to go beyond the sphere of intellectual knowledge and be put to practical use, textbooks suitable to young people should be prepared and at the same time teaching methods should be such that learning is linked with the daily activities of the voluntary and democratic nature of the learners.

Thirdly, as society develops, life becomes more complicated. Thus, in order to give a correct understanding of the rights and responsibilities of trade union membership to students so that they may play their social role as workers in the future, the provision of basic scholastic achievement in formal schooling becomes still more important. We should understand that the subject of improvement in schools and educational environment is now an issue of particular importance in highly developed capitalist countries as well as in the developing nations.

Lastly, we should discuss in detail the Universal Declaration of Human Rights, the highest achievement in the field of men's effort for humanism, to promote its aims in every nation. We should also determine to realize as our own aims the ideals contained in the International Covenants on Human Rights and the Conventions and Recommendations of ILO and UNESCO.

The higher the consciousness of these aims among teachers the further will education for the rights and responsibilities of trade union membership advance, and a greater respect for human rights, as well as efforts for peace and international solidarity will be guaranteed. No progress in school education will be possible without advancement in our commitments as trade union members.

* * *

RECOMMENDATIONS OF THE CONFERENCE

"Education for the Rights and Responsibilities of Trade Union Membership"

I. PREAMBLE

This 7th Asian Regional Conference of the World Confederation of Organizations of the Teaching Profession (WCOTP) recognizes:

1. that the right of workers to organize and to join unions is a fundamental right enshrined in International Labour Conventions,

2. that the rights and responsibilities of teachers are specifically enunciated in the Unesco/ILO Recommendation concerning the Status of Teachers,

3. that trade unions have the right and the responsibility to seek improvements in the wages and working conditions of their members and to seek improvements in the quality of life of those members,

4. that trade unions have an indispensable role in society in ensuring:

    4.1 that the distribution of income and wealth is equitable,

    4.2 that workers enjoy safe and satisfactory conditions,

    4.3 that management exercises its authority in a just, fair and responsible manner,

    4.4 that democratic procedures are fostered in the workplace,

5. that trade unions have an important role in the promotion and protection of human rights,

6. that trade unions operating as free and responsible institutions within the nation should make a significant contribution to national development in the economic, social and cultural life of the country and should assist in raising the living standards of the people including those in the rural areas.

7. that membership of a trade union confers rights and carries responsibilities,

8. that accordingly, unions have a duty to educate their members in the acceptance of their responsibilities as workers and unionists so that they may be responsible in the exercise of their rights and conscientious in the fulfilment of their obligations to the broader community,

9. that education programmes for union members are required to contribute to an understanding of these rights and responsibilities and to develop the effectiveness of union organization,

10. that as a preparation for life, children as future citizens should have an understanding of the role of trade unions and as future workers they should have an appreciation of their rights and obligations in respect of union membership,

11. that education can make a valuable contribution to creating the conditions in society in which the rights and responsibilities of trade unions are understood and international trade union cooperation and solidarity is fostered, and,

12. that all trade union education should aim specifically at

    12.1 instilling a belief in the value of work and the dignity of labour

    12.2 promoting an awareness of the value and the necessity of trade unions

    12.3 inculcating a consciousness of the rights and responsibilities of unions as organizations and of their members as individuals.

Therefore this Conference recommends that trade union education should be planned and implemented as follows:

II. TRAINING COLLEGES AND SCHOOLS

1. Training Colleges

a) Talks by trade union leaders should be organized for student teachers. In this connection it is important that trade union organizations provide an adequate pool of speakers for such talks.

b) Where it may not be possible to introduce the subject of trade unionism as a separate discipline, it should be integrated effectively into relevant subjects.

c) Where there are student councils such bodies could organize trade union talks and other activities which will promote an appreciation of trade unionism and of the rights and obligations that go with it.

2. Primary Schools

a) Trade union education at this level, as well as others, should be related to the stage of development of the child.

b) It is important to prepare children to act as rational human beings making them conscious of their rights and obligations as members of their homes, their schools and their communities and also promoting in them an understanding of such matters as the value and dignity of labour and the significance of trade unionism.

3. Secondary Schools

a) Due emphasis must be given to trade union education as a component of subjects like History, Economics, Social Studies, Civics etc.

b) Civic clubs, and student councils should be encouraged to organize activities such as talks and discussion groups, that would give importance to trade union education.

III POST SECONDARY INSTITUTES

Education for the rights and responsibilities of trade union membership at post-secondary institutions i.e. institutions which provide pre-university education, university education, professional and vocational training and other forms of tertiary education should deal with the following:

a) The history of the trade union movement, its origin and evolution;

b) The importance and necessity of trade unions, their role in national development and in decision-making.

c) The rights of trade unions as enshrined in the Conventions of the International Labour Organization and, in the case of teachers, as affirmed in the Unesco/ILO Recommendation Concerning the Status of Teachers;

d) The responsibilities of trade unions to their membership and to the community as a whole;

e) The rights and responsibilities of trade union membership as such;

f) The varying patterns of trade union organizations and their differing structures;

g) A critical study of national trade union laws with a consideration of appropriate amendments.

h) Trade union-Government relations and trade union-employer relations and their importance;

i) Collective bargaining techniques, arbitration and forms of industrial action; and

j) Meeting procedures, etc.

IV ADULT EDUCATION

1. As functional literacy and increases in labour skills will generally result in higher efficiency and greater production which in turn will place trade unions in more advantageous positions to obtain better wages and secure more satisfactory working conditions, adult education programmes should aim at:

   a) promoting functional literacy

   b) training in various labour skills and in

   c) effective trade union education.

2. Governements should provide funds for the establishment and maintenance of independent Trade Union Centers.

V INSTITUTES OF LABOUR STUDIES

In order to raise the status of trade union education governments should be urged to promote the establishment of Institutes of Labour Studies at universities and other tertiary institutions

a) to conduct research on labour problems as well as to provide advanced courses on trade union education;

b) to include trade union education in existing courses like Civics, History and other Social Studies and

c) to cause relevant text-books to be re-written to include education on the rights and responsibilities of trade unions.

VI TEACHERS ORGANIZATIONS

1. Trade unions, and especially teacher organizations represented at this Conference, should conduct appropriate courses for their members on the rights and responsibilities of trade union membership.

2. The World Confederation of Organizations of the Teaching Profession should appoint a special committee to prepare a handbook providing guide-lines on "Education for the Rights and Responsibilities of Trade Union Membership" and suggest strategies to include such education in the school curriculum.

VII NON-FORMAL EDUCATION

In view of the fact that much education occurs outside the formal education structure and that many people in Asia have little opportunity to participate adequately in formal education, due attention should be paid in relevant non-formal education programmes to education for the rights and responsibilities of trade union membership so that children and adults will be kept informed about them. Therefore

a) Teachers' unions in all countries should strive to organize, aid and, where possible, conduct relevant non-formal education programmes;

b) Where necessary, WCOTP should provide resources and assistance to member organizations to carry out such programmes;

c) Due recognition must be paid to the fact that the strategies of Non-formal trade union education can vary from country to country and programme to programme.

d) WCOTP should approach Unesco and ILO for assistance in promoting trade union education programmes suited to different countries.

e) These programmes should include the following elements:

   (i) General adult education
   (ii) Trade union education
   (iii) The use of mass-media for trade union purposes
   (iv) Involvement with coummunity groups to promote an awareness of the rights and responsibilities of trade union membership.

VIII RESOLUTION ON THE UNESCO/ILO RECOMMENDATION CONCERNING THE STATUS OF TEACHERS

The Seventh Asian Regional Conference of the WCOTP held in Tokyo, Japan from 12th to 16th November, 1979:

Realizing that the Unesco/ILO Recommendation Concerning the Status of Teachers reaffirms the basic rights of teachers as educational workers;

Calls on all Governments to recognize and to accord teacher organizations these rights;

Requests WCOTP to recommend strongly to ILO and/or Unesco to send survey teams to study the extent to which the Unesco/ILO Recommendation is being implemented in various countries and

Urges all member organizations to take every step possible to ensure that accurate responses are made by their governments to any enquiry questionnaires issued by the Unesco/ILO Committee of Experts monitoring the extent to which the Recommendation concerning the Status of Teachers is implemented.

* * *

EDUCATION FOR THE RIGHTS AND RESPONSIBILITIES OF TRADE UNION MEMBERSHIP

Dr. C.A. Rao
Honorary General Secretary,
Malaysian Education Association

The purpose of this brief paper is to provide some background of ideas and issues to the deliberations that will take place on the above theme during the Seventh WCOTP Asian Regional Conference. In order to comply with the organizers' request for brevity, only the most salient concerns and considerations that should guide the discussions will be the focus of this paper. It is hoped that there will be opportunities, where necessary for the author to elaborate or elucidate any points during the course of the conference discussions.

The paper attempts to draw your attention to just four basic issues or questions related to the theme. Posed as questions, these are: What is it that we want to teach and to whom ? What will be the likely problems that we will face? What are the opportunities available to achieve our mission? What sort of strategies and long-term plans should be adopted in order to ensure a reasonable degree of success?

I THE SUBJECT AND THE CLIENTELE

a) I take it that the fundamental goal of this conference is that knowledge of trade unionism should form a vital part of the education that is imparted to the future citizens of our countries or broadly the countries of the world. While this is an assumption that may be challenged by educators and also special interest groups, it is in my view a realistic assumption given the social realities of the present and the history of democratic societies over the past century and a half.

If we accept the idea that the purpose of education is to enable those being educated to understand the physical and social world in which they are to live,as well as achieving a growing understanding of themselves as individuals, then clearly knowledge of the world of work, how people today organize themselves for the production and distribution of goods and how they attempt to do so within some ground rules of justice, humanity safety and dignity, is an important part of the body of knowledge or sum total of the understanding that should be imparted to the future workers and citizens, whether they are now in schools, colleges or universities.

No one can deny that the growth of trade unionism or the role of organized labour has been one of the most significant events in the recent history of mankind contributing towards social progress, equality and the dignity of man. While we ponder the question as to what it is that we want for future citizens to know about trade unions, this fact of the significant contribution of labour towards whatever progress the world has achieved is surely of prime importance. Information on the mechanics of union organizations , union regulations, their activities and the like, while they are important, must be distinguished from true education. The latter must go beyond information peddling to giving children a proper world view, right perspectives, values, commitments and loyalties.

The young, as nearly all educators will agree, respond readily to the concept of justice and idealism. What education must prepare them for is to give them intellectual tools to deal with the difficult questions that all social problems pose, including those between employers and employees, in a rational and responsible manner. My purpese in stressing this concept is two fold. First we must remember as educators we are not only educating potential union members but also future self-employed people, employers, policy makers, politicians, house-wives, and the general citizenry.
Secondly, this type of emphasis, while serving the genuine interests of the labour movement, is also likely to lead to least possible resistance than would subject matter dealing with the mechanics of trade union organization, rights and responsibilities of union members and so forth. I am not denying the importance of the latter- merely pointing out priorities.

b) There are great differences of opinion among educators as to when children are both interested or motivated and intellectually capable of learning certain kinds of subject matter. My own educational bias is the early years of a child's schooling, what we call the elementary phase, should be devoted largely to the acquisition of skills - such as reading, writing, and numbers. The secondary phase of schooling will certainly be the most appropriate both in terms of the child's maturity and ability to understand the philosophy and concepts involved in trade unionism as a progressive social movement and an important social institution,and in terms of reaching the bulk of the future citizens of a country before they leave formal schooling.

II ARGUMENTS AGAINST

For the sake of brevity the main obstacles that have to be surmounted or opposing arguments that need to be countered will be outlined in point form.

For those of us who advocate the inclusion of trade union education in the formal school curriculum, the onus is clearly on us to show that we should do so rather than for the opponents to convince us why it should not. If our goal is merely to pass on a little history of the growth of trade unions and what their aim and mode of operation is then this will not be difficult nor will it be seriously opposed. However, if what we want is a more significant allocation of time, resources and a specific place for trade union education in the curriculum ofour schools, then we can expect opposition from a number of sources.

a) Educators are likely to raise the problem of an overcrowded curriculum due to the knowledge explosion in recent decades and the consequent demand from various groups of specialists such as sociologists, psychologists, ecologists and political scientists, for the inclusion of their disciplines in the curriculum.

b) There are several interest groups or social action groups, akin to those committed to trade unionism, who have also been exerting varying degrees of pressure for a share of the school curricula time to get across their message to the young. Examples of such groups are the consumer protection group, the environmentalists and ecologists, those concerned with the control of population growth, the promoters of disarmament and world peace and many more. Admitting education in trade unionism into the schools will certainly bring forth similar demands from those others.

c) Educators will argue with legitimacy that the available knowledge on trade unions, while having a clearly immediate social functional value, does not constitute discipline - specific tools of analysis and identifiable body of content. It is not in the same category as subjects like economics, sociology, geography and so forth. Hence its inclusion may not be justified on educational grounds.

d) Employers groups and the governments can be expected to be suspicious of introducing trade union education in schools. They are likely to see this as an attempt to indoctrinate or subvert the young rather than providing them with a liberal education which is what it rightly is. Conservative and capitalist political parties are likely to oppose the inclusion of trade union education in schools.

e) There is also the obstacle of the sheer inertia and indifference from educators and planners.

III ARGUMENTS FOR

Given the nature of the type of knowledge that we are attempting to have included in the school curriculum, there is likely to be a greater chance of receptivity to the following supportive arguments.

a) In a democratic society the education of a citizen will be seriously inadequate if he does not understand the role of trade unions in society, their contribution to industrial democracy, their contribution to social peace through the peaceful resolution of conflicts and knowledge of the responsibilities and rights of leadership and membership of trade unions. This argument will be difficult to refute.

b) Knowledge of the real functions of trade unions and the positive contribution that they have made and can make to industrial peace and efficient and increased productivity is another argument that is likely to evoke a positive response.

IV SOME AVAILABLE OPPORTUNITIES AND STRATEGIES:

a) Undoubtedly the most important opportunity that is available to the advocates of trade union education in schools is the fact that there are teachers unions whose members are both committed to the need for trade union education and are in a position to be able to impart such knowledge. Some might see in this situation a possible role conflict - as educators on the one hand and as trade unionists on the other. But I believe that a true appreciation of the significance of the educational and social value of understanding trade unionism will to a large extent minimize any such conflict.

Teacher trade unionists, with or without the official syllabus stipulations, can use their ingenuity to introduce trade union concepts in a variety of situations and subject areas.

b) This brings me to emphasize that the best possible curricular strategy for incorporating knowledge of trade unionism in the curriculum is the integrated subject approach. The single discipline approach, according to many educators, means that many areas of knowledge remain largely unexplored in the school curriculum. Some form of integration is essential if the curriculum is to be both more efficient in terms of organization of knowledge and more effective as a medium for preparing pupils to move into the world outside the school where daily problems are multi-faceted. Just as an example, one high school introduced a course called "Making Sense of Society". There were seven main issues or topics taken up, namely Communication, Production, Allocation, Work, Industrial Relations, Attitudes, Beliefs and Power and Social Changes.

All these dimensions of society were used to introduce the student to think logically and clearly on social issues from different perspectives. I would recommend strongly the integrated or eclectic approach to curriculum development.

c) Curricular changes are necessarily slow and time-consuming. The long-term plan should also consist of the preparation of teachers who can adequately provide the right type of education. Teacher training programmes, particularly of teachers being trained to teach the social sciences need to be changed. Again, prior commitment to certain discrete disciplines and inertia are likely to be in the way of introducing a new type of preparation for social science teachers. Unions of teachers can play a part in bringing about a change through submission of carefully prepared memoranda to educational curriculum planners. Conferences of teacher trainers can be used to promote these new concepts.

d) Finally I would like to recommend the establishment of a high level committee of experts - under the auspicies of ILO, UNESCO and WCOTP to draw up a curricular guide for the greater and systematic teaching about the trade union movement in schools. Such an effort must identify the key concepts that need to be taught, state the rationale in a convincing manner and suggest ways and means of implementation - bearing in mind the types of problems and possible negative reactions that may be faced.

TRADE UNIONS AND NATIONAL DEVELOPMENT

Dr. Cicero D. Calderon

1) Effective Collective Bargaining . I mentioned this point since stability in labour management relations - which is essential to development - could only be achieved if the workers have a voice in matters which vitally affect them. From my view, there is no such thing as individual bargaining. Also, in so far as workers are concerned, the best means of income distribution - which is one of the goals of development - would be to receive their legitimate share in the fruits of production. This is best achieved through the collective bargaining process.

2) My second point was for trade unions not to engage in unnecessary or protracted work stoppages. Trade unions must learn to submit their disputes to either voluntary or compulsory arbitration. It would also be essential that the government provides the necessary framework and the effective machinery for dispute settlements.

3) My third point was for trade unions to promote higher productivity. This could be done by motivating their members to improve their skills, reduce absenteeism, and instill a work ethic which would make them more productive workers.

4) My fourth point was on population education and family planning. Trade unions should be aware of their responsibility, together with management in educating workers to limit the size of their families in order to improve their living standards and also reduce the burdens on society in assisting large families whose own means are inadequate.

5) My fifth point was on trade unions working for minimum wages and for better labour laws, particularly for workers who are not organized and are not covered by collective bargaining agreements. This would minimize exploitation of unorganized workers.

6) My sixth point was on social security. I expressed the view that a strong social security programme in a country will not only promote the stability of the labour force but it would even provide one of the best instruments for capital formation.

7) Trade unions could also make a contribution to development by assisting - if not insisting that - the government adopt employment oriented strategies. Employment is still the best means of income distribution.

8) Trade unions should support strong public school systems since private schools in many countries are for the elite. The only opportunity for children of the workers to have training and education is to have access to public schools. This would give meaning to equality of opportunity.

9) In many developing countries, trade unions could make a valuable contribution by standing up for good and honest government. They should support campaigns against graft and corruption which appear to sap the vitality of national development programmes. On this score, unions of public employers have a singular role to play.

10) The 10th area was mentioned by the previous speaker and that is - for trade unions to insist that multi-nationals should operate their business according to certain norms and should submit to the tax and labour laws and labour relations policies of the host country.

* * *

APPENDIX III

LIST OF PARTICIPANTS

AUSTRALIA

Mr. Ray Costello, General Secretary, Australian Teachers' Federation
Box 1891, Canberra City, A.C.T. 2601

Mr. Richard Walsham, c/o New South Wales Teachers' Federation,
Federation House, 300 Sussex Street, Sydney 2000

Mr. Ted Clark, Secretary General, Queensland Teachers' Union
P.O. Box 310, North Brisbane, Queensland 400

Ms. Nennie Harken, Vice-President, State School Teachers' Union
of Western Australia, 13 Murray Street, Perth, W.A. 6000

Mr. Gordon Pratt, Deputy President, Victorian Teachers' Union,
P.O. Box 456, Camberwell 3124

BANGLADESH

Mr. Shareeful Islam, Sec. Gen., Bangladesh College Teachers' Association
Gany's Building (3rd floor), 35-36 Bangabandhu Avenue, Dacca

Mr. Abul Kalam Azad, President, Bangladesh Primary Teachers' Association,
55/E, House Tutors Quarter, Jasimuddin Hall, Dacca University, Dacca

BRUNEI

Mr. Abdi Manaf bin Bakar,
Mr. Umar Muhammad,
Mr. H. Yahya H. Ahmad,

Address of all:
Brunei Malay Teachers' Association,
160-601 Brunei Malay Teachers' Building,
Jalan Kianggeh, P.O. Box 2230, Bandar
Seri Begawan

FIJI

Mr. R.L. Prasad, Fiji Teachers' Union, P.O. Box 3582, Samabula,
Suva

Mr. Jofiliti Tadu, Fijian Teachers' Association, P.O. Box 3583,
Samabula, Suva.

HONG KONG

Mr. Jimmy Chan, Vice-President, Hong Kong Teachers' Association,
National Court, 242 Nathan Road, Kowloon

Mr. Szeto Wah, President, Hong Kong Professional Teachers' Union,
46-48 Man King Building, 2/F, Ferry Point, Kowloon

Mr. Pun Tin Chi, Secretary General, Hong Kong Professional Teachers'
Union, 46-48 Man King Building, 2/F, Ferry Point, Kowloon

INDIA

Mr. A.P. Khattry, Hon. Joint Sec., All India Federation of Educational Associations, Jha-Seshadri-Khattry Bhawan, P.O. Box No. 52 Kanpur, U.P.

Mr. P.D. Sachdeva, All India Federation of Educational Associations, Jha-Seshadri-Khattry Bhawan, P.O. Box No. 52, Kanpur, U.P.

Mr. E.W. Franklin, General Secretary, All India Federation of Educational Associations, 16A/10 Western Extension Area, New Delhi 110005

INDONESIA

Mr. W.D.F. Rindorindo, General Secretary, Persatuan Guru Republic Indonesia, Jalan Tanah Abang Tiga 24, Kotakpos 2405, Jakarta

Mr. Amran Halim, Vice-President, Persatuan Guru Republik Indonesia, Abang Tiga 24, Kotakpos 2405, Jakarta

Mr. Bayuni Suriamiharja, Pres., Persatuan Guru Republik Indonesia, Jalan Tanah Abang Tiga 24, Kotakpos 2405, Jakarta

Mr. Mohd. Hatta, Persatuan Guru Republik Indonesia, Jalan Tanah Abang Tiga 24, Kotakpos 2405, Jakarta

IRAN

Mr. Mohammad Derakhshesh, President, Iran Teachers' Association, Shemiran, Elahieh, Avenue Maryam No 16, Tehran 19

Ms. Mina Derakhshesh, Chief, International Relations, Iran Teachers' Association, Shemiran, Elahieh, Avenue Maryam No 16, Tehran 19

JAPAN

Mr. Taketada Tomita
Mr. Kazuo Kobayashi
Mr. Hiroshi Tachikawa
Mr. Masao Otaka
Mr. Jun Arakawa
Mr. Hideaki Seo
Mr. Yukihiko Anjo
Mr. Akio Sugai
Mr. Denkichi Yoshizumi
Mr. Takeo Maejima
Mr. Tsutomu Yanagida
Mr. Hideyoshi Nakada
Mr. Shigeru Kobayashi
Mr. Nobuyoshi Harashima
Mr. Kohei Katsura
Mr. Susumu Iimura
Mr. Masanao Kobayashi

Address of all:
c/o Japan Education Association
Zen-Nihon Chugaku Kocho Kai
3rd floor, Kokuritsu Kyoiku
Kaikan, 3-2-3 Kasumigaseki,
Chiyoda-ku, Tokyo

Mr. Hiroshi Kano
Mr. Tetsuo Tamura
Mr. Ryoichi Miura
Mr. Takashi Tanago
Mr. Yutaka Yamamoto
Mr. Michitoshi Kono
Mr. Junjiro Yamada
Mr. Kaoru Kato
Mr. Akira Toribe
Mr. Yukio Kobayashi
Mr. Yumio Kawakami

Address of all:
Japan Education Association
Zen-Nihon Chugaku Kocho Kai
3rd floor, Kokuritsu Kyoiku
Kaikan, 3-2-3 Kasumigaseki
Chiyoda-ku, Tokyo

Mr. Masashi Shiratori
Mr. Eiichi Ishii
Mr. Kiyotoshi Sato
Mr. Benjiro Sawayanagi
Mr. Tsugio Mori
Mr. Isao Tochiaki

Address of all:
Shinano Education Association
1098 Asahi Machi, Nagano City

Mr. Daijo Mihara
Vice President
Mr. Kiyoshi Okaki
Vice President
Mr. Kiyoo Nakakoji
Secretary General
Mr. Masahiko Saito
Director, Organization Dept.,
Mr. Akira Imamura,
Director, Education and Culture Department
Mr. Hachiryo Ueda,
Director, Legal Dept.,
Mr. Teruo Fukushima
Director, Wage Dept.
Mr. Masanori Itoh, Director
International Dept.,
Ms. Kazuko Hashiguchi, Director
Living Welfare Dept.,
Ms. Emiko Okuyama, Director,
Women's Dept.,
Mr. Shozo Sato, Member of Central
Executive Committee, Hokkaido
Prefectural Teacher's Union
Mr. Ryoichi Itoh, President
Aomori Prefectural Teachers' Union
Mr. Tatsuo Fujimura, President,
Akita Prefectural Teachers' Union
Mr. Itsuo Nasugawa, President
Iwate High School Teachers' Union

Address of all:
Japan Teachers' Union,
Japan Education Hall, 2-6-2
Hitotsubashi, Chiyoda-ku, Tokyo

Mr. Kyuzo Saito, Former President, Yamagata High School Teachers' Union
Mr. Yoshio Yokoya, President, Miyagi Prefectural Teachers' Union
Mr. Shigeru Sakuma, Secretary General, Fukushima Prefectural Teachers' Union
Mr. Koichiro Yuzawa, President, Tochigi Prefectural Teachers' Union
Mr. Takuji Tagami, Secretary General, Ibaragi Prefectural Teachers' Union
Mr. Keizo Uchiki, Vice-President, Gunma Prefectural Teachers' Union
Mr. Nobuho Inoue, President, Saitama Prefectural Teachers' Union
Mr. Takashi Watanabe, President, Chiba High School Teachers' Union
Mr. Takao Masuda, President, Tokyo Metropolitan Teachers' Union
Mr. Kiichiro Tsuyuki, President, Kanagawa Prefectural Teachers' Union
Mr. Masaomi Fukazawa, President, Yamanashi Prefectural Teachers' Union
Mr. Michio Yumoto, President, Nagano Prefectural Teachers' Union
Mr. Akira Kikuta, President, Shizuoka Prefectural Teachers' Union
Mr. Kazuki Yokokawa, Member of Executive Committee, Niigata High School Teachers' Union
Mr. Hironosuke Kozuka, President, Ishikawa High School Teachers' Union
Mr. Toshiro Nojima, Secretary General, Fukui Prefectural Teachers' Union
Mr. Katsusuke Kasamatsu, Secretary General, Aichi Prefectural Teachers' Union
Mr. Masakazu Yamamoto, President, Mie Prefectural Teachers' Union
Mr. Shuji Tsuji, Secretary General, Shiga Prefectural Teachers' Union
Mr. Kazuhiro Toshimasa, Member of Executive Committee, Nara Prefectural Teachers' Union
Mr. Hiroshi Yabuno, Member of Executive Committee, Wakayama Prefectural Teachers' Union
Mr. Ryoichi Ishii, Secretary General, Hyogo Prefectural Teachers' Union
Mr. Mitsumasa Adachi, President, Tottori Prefectural Teachers'Union
Mr. Tadayoshi Fukuda, President Okayama Prefectural Teachers' Union
Mr. Yoshinori Hokkyo, President, Shimane Prefectural Teachers' Union
Mr. Jun Takuwa, President, Hiroshima Prefectural Teachers' Union
Mr. Hiroshi Yamamoto, Secretary General, Yamaguchi Prefectural Teachers' Union
Mr. Yutaka Misaki, Secretary General, Kawaga Prefectural Teachers' Union
Mr. Tokusaburo Sasada, President, Ehime Prefectural Teachers' Union
Mr. Yasuaki Yabuta, Director, Legal Dept., Fukuoka Prefectural Teachers' Union
Mr. Masakazu Eto, Secretary General, Oita Prefectural Teachers' Union

Mr. Masamichi Suzuki, President, Kumamoto High School Teachers' Union
Mr. Yasuyuki Nakakoji, President, Miyazaki High School Teachers' Union
Mr. Yukio Hozono, Member, Executive Committee, Kagoshima Prefectural Teachers' Union
Mr. Seiichi Hiyane, President, Okinawa Prefectural Teachers' Union
Mr. Hiroshi Tashiro, Director, Living Dept., Japan Teachers' Union

MALAYSIA

Mr. Mokhtar b. Hj. Abdul Rahim, National Union of the Teaching Profession, Malaysia, 13-B Jalan Murai Dua, Off Jalan Ipoh, Batu Complex, Kuala Lumpur 13-04
Mr. Tan Lee Leng, Secretary Gen., National Union of the Teaching Profession, Malaysia, 13-B Jalan Murai Dua, Off Jalan Ipoh, Batu Complex, Kuala Lumpur 13-04
Mr. C. Appa Rao. Hon. Gen. Sec., Malaysian Association for Education, c/o Mara Institute of Technology, Shah Alam, Selangor

NEW ZEALAND

Mr. E.E. Pankhurst, President, New Zealand Educational Institute, P.O. Box 466, Wellington, C.1
Mr. E. Nightingale, Vice President, New Zealand Educational Institute, P.O. Box 466, Wellington, C.1
Mr. John E. Smith, National Secretary, New Zealand Educational Institute, P.O. Box 466, Wellington, C.1
Mr. Russell E.M. Hodge, National President, New Zealand Post Primary Teachers' Association, 181 Willis Street, P.O. Box 2119, Wellington, C.2

PAPUA NEW GUINEA

Mr. Francis Kondolo, Dep. National Secretary, Papua New Guinea Teachers' Association, P.O. Box 6546, Boroko
Mr. Jimmy Malai, Papua New Guinea Teachers' Association, P.O. Box 6546 Boroko

PHILIPPINES

Mr. Edward P. David, National Alliance of Teachers'and Office Workers, 4, Valson Court, 2329 Taft Avenue, Malate, Manila
Ms. Adelisa Raymondo,4, Valson Court, 2329 Taft Ave., Malate, Manila

REPUBLIC OF KOREA

Mr. Jong-chul Kim
Mr. Young-ki Park
Mr. Myung-whan Park
Mr. Sang-sil Lee
Mr. Yong-dae Park
Mr. Sang-woon Lee
Mr. Byung-kwan Sohn
Mr. Jun-young Kim
Mr. Young-man Han
Mr. Su-myun Jun
Mr. Jae-ho Choi
Mr. Il-whan Auh
Mr. Sang-jong Yang
Mr. Chul-yong Ko
Mr. Kyung-ho Yun
Mr. Sung-keun Oh
Mr. Bong-sik Lee
Mr. Won-il Sohn

Address of all:
Korean Federation of Education
Associations, 25, 1-ka, Shinmun-ro
Chongro-ku, Seoul 110

SABAH

Mr. Tsen Kwi Fatt, Sabah Teachers' Union, Peti Surat 912, Kota Kinabalu, Sabah

SARAWAK

Ms. Irene Tan, President, Sarawak Teachers' Union, 2nd Floor, Sarawak Teachers' Union Bldg. Lot 1605, Batu Lintang, Rock Rd., P.O. Box 916

Mr. Francis Tan, Sarawak Teachers' Union, No. 7, Lee Nam Hong Building, Jawa Road, Kuching

SINGAPORE

Mr. Adrian de Silva, ITB Training Staff Union, 225 Onan Road, Singapore 15

Mr. Wu Tat Huan, Singapore Chinese Middle School Teachers' Union, 122-B Sims Avenue, Singapore 14

Mr. Ng Teng Ngak, Singapore Chinese Middle School Teachers' Union, 122-B Sims Avenue, Singapore 14

Mr. Toh Choo Seng, Singapore Chinese Middle School Teachers' Union, 122-B Sims Avenue, Singapore 14

Mr. Long Shio Chen, Singapore Chinese Middle School Teachers' Union 122-B Sims Avenue, Singapore 14

Mr. Ding Cha Yee, Singapore Chinese School Teachers' Union, 186F, Rangoon Road, Singapore 8

Mr. Lee Peng Chee, Singapore Chinese Teachers' Union, 186F, Rangoon Road, Singapore 8

Mr. Wu Kuei Ching, Singapore Chinese School Teachers' Union 186F, Rangoon Road, Singapore 8

Mr. Chen Chick Sin, Singapore Chinese School Teachers' Union
186F, Rangoon Road, Singapore 8
Mr. Shafawi Bin Haji Ahmad, Singapore Malay Teachers' Union
89 Still Road, Singapore 15
Mr. S.Thangavelu, Gen. Sec., Singapore Tamil Teachers' Union,
124-A, Mackenzie Road, Singapore 9
Mr. Lawrence Sia, President, Singapore Teachers' Union, Teachers' Centre, Tagore Avenue, Singapore 26
Ms. Jessie Tan, Singapore Teachers' Union, Teachers' Centre,
Tagore Avenue, Singapore 26
Ms. Tay Kim Swan, Singapore Teachers' Union, Teachers' Centre,
Tagore Avenue, Singapore 26
Mr. Foon Kong Chee, Singapore Teachers' Union, Teachers' Centre
Tagore Avenue, Singapore 26

SRI LANKA

Mr. Joseph A. Gajanayake, Sec. Gen., All Ceylon Union of Teachers,
127/1 Centre Road, Colombo 15
Mr. G.D. Dharmasena, Hon. Gen. Sec., Jathika Addhiyapana Sevaka Sangamaya, 532 Sirikotha, Collupitiya, Colombo 3

TAIWAN

Mr. Stephan Hsu, China Education Society, Taiwan Normal University
162 East Ho Ping Road, Taipei
Mr. Kun-hwei Liu, China Education Society, Taiwan Normal University
162 East Ho Ping Road, Taipei
Mr. Kuo-shih Yang, China Education Society, Taiwan Normal University
162 East Ho Ping Road, Taipei
Mr. Houng-doung Wei, Taipei Education Association, 8-10, Lane 6,
Ching Tien Rd., Taipei
Mr. Liang Ming-chung, Taipei Education Association, 8-10, Lane 6,
Ching Tien Rd., Taipei
Mr. Chang Chih-shan, Taiwan Provincial Education Association, 51 East
Tsingtao Road, 2nd floor, Taipei
Mr. Huang Chin-lung, Taiwan Provincial Education Association, 51 East
Tsingtao Road, 2nd floor, Taipei

THAILAND

Mr. Boonlert Phuennoi, Private School Teachers' Association of
Thailand, Patnawit School, Jarun Snitwong Road, Bangkoknoi,
Bangkok
Mr. Charoon Milindra, President, The Education Society,
58/1-2 Pisanuloke Road, Bangkok

WESTERN SAMOA

Mr. Toleafoa Gutu, Western Samoa Teachers' Society, P.O. Box 362, Apia

RECOMMENDATIONS COMMITTEE

Mr. Daijo Mihara	(JTU)
Mr. Kiyoo Nakakoji	(JTU)
Mr. Lawrence Sia	(STU)
Ms. A. Raymundo	(NATOW)
Mr. J. Gajanayake	(ACUT)
Mr. C. Milindra	(EST)
Mr. F. Kondolo	(PNGTA)
Mr. Tan Lee Leng	(NUTP)
Mr. J.C. Kim	(KFEA)
Mr. A. Halim	(PGRI)
Mr. A. Costello	(ATF)
Mr. Aloysius Mathews	(WCOTP)
Mr. L.H. Horace Perera	(WCOTP)

WCOTP EXECUTIVE COMMITTEE

Mr. Motofumi Makieda, President, Japan Teachers' Union, Japan Education Hall, 2-6-2 Hitotsubashi, Chiyoda-ku, Tokyo, Japan

Mr. John E. Smith, Member, Secretary General, New Zealand Educational Institute, P,O. Box 466, Wellington 1, New Zealand.

Mr. Basyuni Suriamiharja, Member, President, Persatuan Guru Republik Indonesia, Jalan Tanah Abang Tiga, 24 , Kotakpos 2405, Jakarta.

WCOTP STAFF (c/o WCOTP, 5, Avenue du Moulin, CH-1110 Morges,Switzerland)

Mr. John M. Thompson, Secretary General, c/o WCOTP
Mr. Kléber Viélot, Special Assistant for Africa, c/o WCOTP
Mr. L.H. Horace Perera, Special Assistant for the Asian Region, c/o WCOTP
Mr. Aloysius Mathews, Sub-regional Assistant, 20 Lorong Limau Manis Dua, Bangsar Park, Kuala Lumpur, Malaysia

Mr. Hiroshi Yoshida, Director, WCOTP Japan Office, 2-10 Minami Aoyama 6-chome Minato-ku, Tokyo, Japan

Ms. Natsuko Kurokawa, Interpreter, Translator, c/o WCOTP

GUEST SPEAKERS

Mr. A.T. Ariyaratne, Lanka Jatika Sarvodaya Shramadana Sangamaya,
Meth Medura, No 77 de Soysa Road, Moratuwa, Sri Lanka

Mr. Israel Bocobo, Vice President, Trade Union Congress of the Philipines,
Cardinal Building, 999 Pedro Gil corner F. Agoncillo, Ermita,
Metro Manila 2801, Philippines

Mr. C.D. Calderon, Regional Adviser on Labour Relations, ILO Asian
Regional Office, P.O. Box 1759, Bangkok 2, Thailand

Ms. Birgitta Stenberg, c/o The Swedish Union of Specialist Teachers,
Svenska Facklärarförbundet, Cardellgatan 1, Box 5522, 114 85
Stockholm, Sweden

JTU STEERING COMMITTEE

Mr. Ichiro Tanaka, Chairman (Assistant Secretary General of JTU)
Mr. Masanori Itoh, Secretary (Director, International Department)
Mr. Kazuo Yamamoto (Director, General Affairs Department)
Mr. Shoichi Suzuki (Director, Finance Department)
Ms. Toshiko Kumata (staff, International Department)
Ms. Kuniko Yamane (staff, International Department)
Ms. Shohko Hayashi (staff, General Affairs Department)

(The names, designations and addresses of participants, speakers etc. are reproduced from the list which was circulated at the Conference and in the light of corrections submitted in writing to the Secretariat.)

* * *

"END OF DOCUMENT"